# SAFETY Education

OCTOBER, 1960
*Two Sections • Section One*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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# SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS
Volume XL No. 2 October, 1960

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**Features . . .**

Who's Liable? ..... *Frank J. Conway* .... 3
What to Teach When ..... *Emerson Russell* .... 6
Pass This on to Athletic Director or Coach ..... 8
Group to Stir Up Driver Ed Action ..... *Ivan L. Eland* .... 12
Should Children Play on Fire Escapes? ..... *forum in print* .... 14
Musical Chairs=Momentum ..... *Lois Curtis* .... 17
Safety Everywhere . . . all the time ..... 18
This Driving Is Different ..... *Edward R. Klamm* .... 20
1960 National School Safety Honor Roll ..... 23
Matches ..... *safety education data sheet no. 2 rev.* .... 39
Deaths from Fires ..... 43
Bow and Arrow Hunting ..... *Arnold O. Haugen* .... 44
All About Fires ..... 46
Pedestrian Progress of L. A. Pupils ..... *Charles A. French* .... 48

**Departments . . .**

Mail Box ..... 2
Title Page ..... 49
Elementary Safety Lessons ..... 51
Secondary Safety Lessons ..... 55
Bulletin Board ..... 59
Editorial ..... 60

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# Mail Box

**No book subject**

Johnstown, Pa.—The following letter was sent to teachers last spring by the Dept. of Health, Safety and Physical Education, Greater Johnstown School District:

"Too many teachers consider safety teaching and accident prevention as an 'added duty.' While education is professing to teach the 'whole child,' it is becoming more and more apparent that under modern living conditions education has an equally important task to keep the 'child whole' long enough to enjoy the benefits of its schooling.

"The knowledge that their child can spell 'dog' is small consolation to parents called to a hospital because their child was injured in a traffic accident while crossing the street against a green light.

"So, too, a teenager whose boat overturns in the middle of a lake had better know more than how to hang a participle or split an infinitive.

"Teachers are often called upon to teach the intangibles, something difficult to define, formulate or measure objectively. Development of a strong safety attitude, a sixth sense warning of danger, is such an intangible. Recent studies have shown this lack of safety attitude to be the preponderant cause behind a great majority of accidents.

"Safety, also, has its tangible aspects. Statistics placing the cost of accidents at 12 billion dollars in one year, 62 million dead or injured since the advent of the horseless carriage, the twisted wreckage of a car, or the mute testimony of a dead body, are all tangibles that speak loud and clear for the cause of safety education.

"Safety teaching and safety education is not, in a true sense, a cover-to-cover book subject. Accidents and injuries are found everywhere, happen anytime, to anyone. Its nature is such that it cannot be completely delegated to a specific teacher at a specified time in the school day.

"In safety education, it can be truly said that 'no man walks alone.' All of us, daily, place our lives in the hands of 'the butcher, the baker, the candlestick maker.' Since the Bible makes all of us 'our brothers' keeper,' the sincere teacher will be quick to accept the moral obligation implied in the safety area of education.

"As the school year draws to a close, for safety's sake, promote a little safety along with the promoted."

Ben J. DeLello
Supervisor of Safety

**Good question**

Illinois—I am a nursery school teacher. Recently I was invited to a birthday party for one of my four year old pupils. As entertainment the group was taken through a military base nearby. When leaving the children were given, to take home with them, bullet shells.

I know of course that these were entirely harmless but I question the desirability of giving them to children. It would be difficult for a child to distinguish between a bullet shell and a real bullet and I have always understood that we should teach children never to touch bullets.

Name withheld

*Ed. note: We agree with you. Although the shell itself would be harmless, the educative effect of playing with a bullet-like object is bad. Children should be taught to leave such things alone.*

**Bikes and hernias**

LaGrange, Ill.—Every year we have had more boys who ride bicycles and every year there seem to be more boys who either had hernias or had to have operations for them. Is there any relationship between bicycle riding and hernias?

Mrs. Ruby Henry
Kindergarten Teacher

*Ed note: According to William W. Bolton, M.D., American Medical Association, there is not. He stated: "On a physiological basis, there would not appear to be any close relationship. In bicycle riding there is no unusual strain observed in the inguinal area, which is the most common site of hernia. The most important factor in all hernias is the hereditary tendency."*

**Stuck with wrong glue**

Chicago, Ill.—In a national magazine I noticed the warning concerning plastic cement, known as airplane glue, which can be poisonous when inhaled. It wasn't too long ago since I bought some quick drying paint for my home. I had the same reaction. It might be well to encourage a study of all paints and glues, as many modern ones contain poisons of which we are not aware.

Harold J. Holmes
National Safety Council


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by Frank J. Conway

**What's a tort? What constitutes negligence? Vague legalities come into clearer focus as the author tells of the many trappings surrounding school and college life. Here's how the courts determine**

# WHO'S LIABLE?

IF a truck driver hit a college fraternity initiate, who was rolling a peanut down a campus road, he would have a pretty good excuse for not expecting such conduct from one pursuing higher education.

If an educator who has training and experience hit the same student, he might not be able to hide behind the same defense!

Let's review briefly the trappings surrounding our life on campus and examine those things that expose us to liability suits through negligence.

The first area of vagueness in this field is the character of the organization itself. A private, profit-making school would be liable for all of its acts. From this situation we go to the case of charitable organizations where courts seldom if ever have upheld a claim. All of us in colleges or universities come somewhere in between these extremes.

At present, the law of many jurisdictions protects some private educational institutions from the general rule that an employer is responsible for the torts of his servant or agent which are committed within the scope of employment. This protection is on the ground that the private school is a non-profit (charitable) eleemosynary institution and that the law will not let administrators and employees of such institutions use assets to discharge tort claims. Under this theory the courts recognize that eleemosynary institutions receive support from gifts for the purpose of carrying on work of a social welfare nature.

The doctrine of nonliability of eleemosynary institutions does have some qualifications. Legislative bodies or judicial decision have changed and can change the rule. Since today protection can be had through insurance, many legal authorities feel there is no longer a justification for the nonliability rule.

A few courts have now repudiated the doctrine of immunity for charitable corporations. One court has held that a university is *not* liable for errors of professors, instructors or other teaching staff members but is for personal harm caused by negligence of a mere employee.

New York State is one of nine that has waived school immunity.

New York feels that even a public school should accept its obligation to the victim of an accident when it is conclusively shown that the

Frank Conway is senior financial secretary, State University College on Long Island, Oyster Bay, N. Y.

college has not taken all reasonable measures to protect students from harm.

We may wonder why public schools at any time have been considered not liable for torts. This concept goes back to the old rule that "The king can do no wrong." Modern states replaced kingdoms, but the common law rule stayed with us for a great many years.

The second area of vagueness is what constitutes negligence.

Persons or organizations can become involved in court actions by a variety of circumstances. We are not here concerned with the commission of criminal acts nor are we concerned with equity essentially or the breach of contract route to courts. Nearly all college problems in regard to negligence are brought about because of the commission of torts.

### What's a Tort?

What is a tort? It is not necessarily a crime. A crime is an offense against society as a whole. A criminal case is usually titled "State vs. Brown." Torts are titled "Brown vs. Smith." In other words one person injured another. They include assault, battery, false imprisonment, invasion of property rights and deceit. Even this type of tort is not our problem. Most of these involve positive action.

What we are concerned with is the negligence which causes injury to another. This is the source of most tort cases. Tort liabilities differ from breaches of contract in that the liability is not voluntarily assumed. It is imposed upon us by the general law. Torts involve injury or death of a person or damages to a person's property as a result of our action or inaction.

The damages resulting from any invasion of another's rights generally are not done knowingly, willingly or maliciously, as is the case with a crime, but they may be brought about while we are acting in a manner which we believe to be that of a reasonably prudent man. Intent to injure is not an essential element.

The injury is called misfeasance when we are acting in a manner that might lawfully be done but which is done in an improper manner and an injury is caused as a result of this action.

An example of this might be throwing a snow ball. There might be no law preventing our throwing a snow ball into an empty field. If children are playing in the field our exposure to the commission of a tort depends upon whether a child is hit—and harmed.

Liability for negligent conduct is conditioned upon two considerations:

1. The character of the conduct.
2. The nature of the results.

The violation is called malfeasance when we do something we should not do at all, though not necessarily committing a crime, and as a result of such action, another person is injured, property is damaged or rights are invaded. For instance, driving our car 25 m.p.h. in a 15 mile zone on a college campus.

The violation is called nonfeasance when we do something that a reasonably prudent man has agreed to do and would do but by so not acting, injures another personally, damages his property or harms another in some way. Nonfeasance in law of agency is the total omission or failure of an agent to enter upon the performance of some distinct duty or undertaking which he has agreed with his principal to do. These responsibilities are different from those owed to third persons or to the public in general as a member of society.

One can safely assume that no professor would intentionally injure a student. When a student is injured, however, we may expect charges of negligence.

We are certainly morally obliged to take every precaution to prevent injury to students while they are on our respective campuses. The care of a reasonably prudent person involves many factors in a college. Damages may result in classroom buildings from slippery floors, fires, broken glass, etc. One of the most likely areas of trouble is in the laboratory. Here we have explosive materials, toxic gases, materials destructive to skin tissues, infectious materials. Radiation from both light sources and ionizing, electrical shocks and burns, animal bites, scratches and infections, gases under pressure, machines and tools. Elimination of hazards from all of these sources involves careful supervision of not only the professional staff, but also student assistants, janitors, cleaners, night watchmen and others.

We have all heard the standard of the "Reasonably Prudent Man." This is the test applied by courts for cases of negligence:

"Has the person exercised that degree of care which would be exercised by a reasonably prudent man under the same or like circumstances?" If one has fulfilled this requirement, he is not negligent and will not be liable. If he has not filled this requirement, he is guilty of negligence.

When a reasonably prudent person could have foreseen the harmful consequences of his

*to page 50*

# Hello— Lawton Smith

**New NSC Driver Ed Man**

THE new driver education man for the NSC's School and College Department is Lawton Kenneth Smith from Kalamazoo, Mich. He replaces Ivan Eland who is now director of safety at Iowa State University.

Smith, the president of the American Driver and Safety Education Association, has been teaching in the Portage Township schools since 1948. He was chairman of the Portage Township Traffic and Safety Committee and was on the board of directors of the Mich. Driver & Safety Association.

A member of a National Commission on Safety Education committee, Smith served on the advisory committee of the National Student Traffic Safety committee and the board of judges for the 12th annual national driver education award program. He was also a member of the NSC's Winter Driving Hazards committee.

A graduate of Western Michigan University and the Highway Traffic Safety Center, Michigan State University, Smith was the supervisor of education and training for student teachers of driver education at Western Michigan U.

Smith is married and has one child.

# Another Hello To Jack Faries

**Safety Supervisors Section Representative**

New member of the NSC School and College department is Fithian Faries.

"Jack," as he's known to safety educators throughout the country, will be the staff representative for the safety education supervisors section. (SESS). The position was held by Charles French, who is now teaching in high school.

Faries was the supervisor of audio-visual and safety education for the Lexington (Ky.) Public Schools. His safety work at the national level includes membership on the executive committee of the SESS and chairman of the fire safety education activities committee of the SESS.

In addition, Faries was chairman of the standard student accident reporting committee, and a member of the Congress program committee.

In his previous state, Faries was a member of the Kentucky Education Association, Lexington Education Association, Kentucky Audio-Visual Association, Lexington Fire Prevention Council, and the Lexington Safety Council.

Faries is a member of the National Education Association, American Society of Military Engineers and Phi Delta Kappa.

After receiving his BS from Eastern Kentucky State Teachers in Richmond, Faries won his masters at the University of Kentucky.

Faries is married and has two young girls.

# What

Children help inspect school for fire hazards; check hose and discuss ways to prevent fires in buildings and homes.

After classes have discussed and charted the safe bicycle rules, students sign up to have their bikes inspected.

TEACHERS report that students generally have an incomplete understanding of safety. To them, safety means "crossing the street without getting hurt." They are surprised to learn that there are such things as fire safety or home safety or safe ways of getting along with each other. Thus, we have a wide field for teaching safety at the elementary level. Our efforts will pay many dividends in the lives saved and the permanent injuries prevented.

One educational base for learning is through pupil participation to find their own answers to these problems. Generally, students feel that they will not be injured and that their luck will keep them free of danger. They should then consider the injuries that have happened to others in the classroom, to their parents and to people in the community and nation. Students should investigate the relationships between close calls, minor accidents, how they may become major ones, and how to prevent them from happening to themselves and others.

We find another educational base in the inverse relationship between mental health and accidents. Resentments toward others may stem from childhood and often make self control difficult. We also become less healthy-minded from fatigue or a series of disappointments. Thus, the more mentally healthy we become, the fewer accidents sustained.

The increased status of science and the scientific method used will help find real causes of accidents. We might investigate pupil accidents by relating falls, roughness and running to injuries such as sprains, fractures and lacerations.

An important educational base is found in the specific types of attitudes needed to bring about the desired behavior changes. Leon Brody of New York University related some specific attitudes necessary for safe living. His statements might be adapted for our elementary pupils as follows: realize that accidents are not accidental but result from activities in home, school and elsewhere; understand that accidents are caused by people and that they can be controlled if we know they are caused and if we are willing to help prevent them; realize an individual's moral and social responsibility to prevent accidents to self and others; cooperate with others so these objectives may be achieved.

Thus with pupil participation, increased mental health emphasis, accident reporting and analysis, and specific attitudes, we are on our way to improve pupil behavior. The following paragraphs outline what students can do and learn at the elementary level.

Pupil participation can be achieved through a student council. This group should consider all ways of preventing accidents by studying them in their school, going to and from school, home and elsewhere. All students should know the results of their efforts and participate in the evaluation. Students should realize that the principal is much interested in individual and

Emerson Russell is safety coordinator, Syracuse Public Schools, N. Y.

# to Teach When

Patrol members telling primary grade students what the school safety patrol does and how the children can help.

**Determine your teaching objectives, gear them to age levels, plan learning experiences for various safety concepts — and children will gain a broader understanding of how to live safely.**

by Emerson Russell

group safety and that he should be kept alert to their findings.

More participation is achieved when pupils make a safety map of the school and school grounds, circle the places where most accidents occur, and send reports to the student safety council for further action. Pupils might also make home surveys, find types of accidents and their causes, how they may be prevented and discuss the results with their families.

You might try the following plan as a starter.

**Sequential plan for safety education**

**Kindergarten and first grade**

*Objectives:* Know pedestrian safety practices.

Know bus safety rules and obey them.

Know traffic rules for fire and air raid drills.

Know safe places for play.

Know playground and building safety regulations.

*Learning experiences:* Make a map with blocks to show the safest route to school and home. Discuss traffic lights.

Discuss value of knowing full name and address if lost.

Discuss safe conduct on stairs, in corridors, at drinking fountain, play areas and public conveyances.

Explain the school safety patrols and the reasons for respecting and obeying them.

Discuss safe conduct in coasting, roller skating and playing ball.

Use tools correctly—scissors, paints and clay.

Keep wagons and bikes under control.

Discuss safe use of swings, slides, jungle gyms.

Discuss need of reporting to adult when injury occurs.

Discuss need of not talking to or going with strangers.

**Second grade**

*Objectives:* Have an awareness of: certain rules of safety on highway, street, bus, and other vehicles—safe places to play on, playground, home, parks. Stress bicycle safety.

Know about safety when playing near water or swimming.

Understand proper handling of sharp instruments.

Understand and follow directions for fire and air raid drills.

Understand why not to play with strange animals.

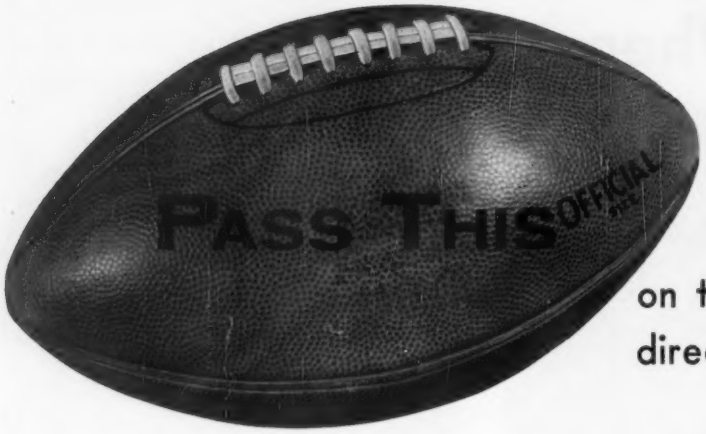
*Learning experiences:* Dramatize work of patrol boys.

List ways pupils can help with playground safety. Practice these and other safety measures.

Discuss need for knowing and following directions in fire and air raid drills.

Discuss what could happen if playing with strange dogs or going with strangers.

*to page 42*




## on to your athletic director or coach.

**Two physicians and a Big Seven trainer tell how to prevent football injuries from junior high to college.**

DON H. O'DONOGHUE, M.D.
Oklahoma City, Okla.

ORGANIZED athletics has been gradually extended to involve a greater segment of our youth. In many areas not only the junior high but the grade schools participate in competitive sports. Whether or not one agrees this is good, it must be recognized as a fait accompli which cannot be ignored. There is no present trend toward less athletics; rather, the trend is toward a more inclusive program.

Since one of the major criticisms levied at athletic programs has been the limitation in the number of participants, many of the athletic programs are making deliberate efforts to include greater numbers, so that in many schools all of the students participate in one way or another. Many quaking parents feel that the solution to the problem of athletic injury is to abolish competitive athletics, particularly contact sports. Therefore, it is up to us to demonstrate the true tangible values of athletic competition.

Some of the benefits of athletics are obvious. No one seriously doubts that the athlete develops a stronger, healthier body. I think most of us agree that participation in competitive athletics has a salutary effect on the character of the participant. This is particularly true if the programs are so managed that less emphasis is placed on winning and more emphasis on the vital ability of the athlete to value his own and respect his opponent's capabilities. The player learns the value of team participation, that he must sacrifice immediate gain to the final end, and that desire is one of the most important factors in success. There are material benefits, also, in our present educational system. Many a young man goes to school on his athletic ability.

Why, then, is there such bitter opposition to organized competitive athletics as such? Because of one principal thing, namely, physical injuries. This is almost the only real objection to the athletic program. Our youngsters do on occasion get seriously and even fatally injured.

Much has been accomplished to minimize temporary disability and to prevent permanent disability. A few years ago the trainer in the average scholastic institution was a fugitive from the supply room, having promoted himself into the "wrapping and taping club" largely by osmosis. He had no real knowledge of injuries. Too often immediate playing was the major consideration rather than the final goal of complete recovery of the patient. During this era the doctor was a necessary evil. The player felt that once he reached the doctor his days as an athlete were over. In too many instances this feeling was justified, for two reasons. First, since the doctor was the last resort, he did not see the player at the time he could do the most good. Second, to the doctor the fact that the player was an athlete or should be able to remain one was not of immediate concern. Many times the

Condensed from papers in the *Journal of the American Medical Association*.

first recommendation the doctor made was, "Give up football."

In our major institutions this is no longer true. In the well-run athletic program of today, the coach, trainer, team physician and specialist all combine in one effective unit, designed to bring the player to top condition and to keep him there. In fact, more emphasis is placed and actually more time is spent on preparing a player to participate and on preventing his injury than is spent on treatment. Athletic injuries are much less frequent than in the past. Injuries are less severe. The period of disability is shorter. The degree of recovery is more complete. Many factors have combined to cause this vast improvement in the one area where it must be conceded that athletics may have a bad effect.

The most important phase of prevention of injury is conditioning. This is a major and vital part of the program. The conditioning program for the fall season should begin with the close of school in the spring. Major portion of this conditioning program must be carried out by the athlete himself with proper direction and instruction. Each boy should be given a set of exercises to do at least three or four times a week until the first of August and daily thereafter until fall practice begins.

He is encouraged to supplement these exercises by jogging, running, endurance and sprints. He is also encouraged to maintain his training, at least to some degree, by getting plenty of rest and sleep, eating proper food and avoiding dissipation throughout the summer. Furthermore, each boy should be assigned the weight at which he is expected to be when he reports for the first day of fall practice.

A second phase of prevention is good equipment. This is an absolute necessity for a sound program. Although the budget is limited, I would warn against purchasing large quantities of second rate equipment, because by this means none of your players are properly protected. Instead, you should purchase the best even though your supply may be limited. Too much emphasis cannot be placed on proper headgears. The modern, light weight headgear is extremely protective but does little good if the suspension apparatus is not properly placed to keep the head from contact with the inside of the headgear. Once good equipment is supplied, the coach should insist that in order to compete, the players wear the equipment. Rushing into the contest without properly placed shoulder pads and protective knee pads is to be condemned.

It does little good to have the proper equipment if it gets out of condition. At least a weekly check up should be made by some responsible person of each boy's equipment. Is the suspension in his headgear too loose? Are his shoulder pads or hip pads broken? Are his pants too large, so that his thigh pads are sliding? How are the cleats on his shoes, etc? A single loose suspension string in his head gear can mean a severe concussion. The slipping of a thigh pad may result in a "charley horse" which may keep the player out for the rest of the season because of this painful injury●

**KENNETH B. RAWLINSON**
**Head Athletic Trainer**
**University of Oklahoma**

AN athletic trainer's duty is to stress prevention rather than care of injuries. We spend much more time on prevention than the average layman believes. Since an injured athlete is of no value to his team, his coach, or himself, from an athletic standpoint, the greatest concern must be with prevention of the injury which causes him disability.

Many factors go into the field of prevention. As a part of prevention no person should be permitted to practice or participate in any sport until he has successfully passed a thorough physical examination. At the University of Oklahoma we give our physical examinations on the so-called assembly line technique. Our team physician, doctors from the health service and nurses give physical examinations at the health service, student infirmary at 8 a. m. on the day before all practice starts. Each doctor takes a station. The boys are given their record cards and they merely go from station to station. With use of this technique we have been able to give our varsity football squad their physical examinations in about one and one-half hours.

I would recommend that a physician be on the bench at every contest. It may be necessary, in some localities, for various doctors to take turns.

A second phase of prevention is the maintenance of a good practice field. Many schools spend most of their money and all of their time maintaining a so-called perfect game field—a field the spectators will see and the team will use four or five times a year. I would recommend that this procedure be reversed and that the practice field, which is used as much in a week as the game field is in a season, be kept in A-1 condition at all times.

*turn page*

Another phase of prevention is the physical and mental conditioning of the squad. At the University of Oklahoma this is an important part of our total program. No team is any better than the physical condition of its players. Red Sanders, the late head football coach of the University of California at Los Angeles, once made the statement that football is 40 per cent ability and 60 per cent physical condition and mental attitude. Tom Harmon, former Michigan All-American player, stated that football these days is 90 per cent mental and physical preparation.

Good equipment is an important factor in the prevention of injuries. Some schools make the same mistake with equipment as they do with their practice fields. They spend the greater portion of their budget for some gaudy, fancy game suit that is only going to be worn 8 to 10 times a year. I believe that a school should spend most of its money for the equipment that is worn daily—practice equipment. Of all the equipment worn by a football player the most important is the headgear. Other important pieces of equipment are the shoulder pads, shoes (well-fitting and not necessarily the most expensive) and pants that fit the player.

It is necessary, in fielding a team, to do a considerable amount of preventive and protective taping. At the University of Oklahoma every member of the football and basketball squads must have his ankles either taped or wrapped before each practice session or game.

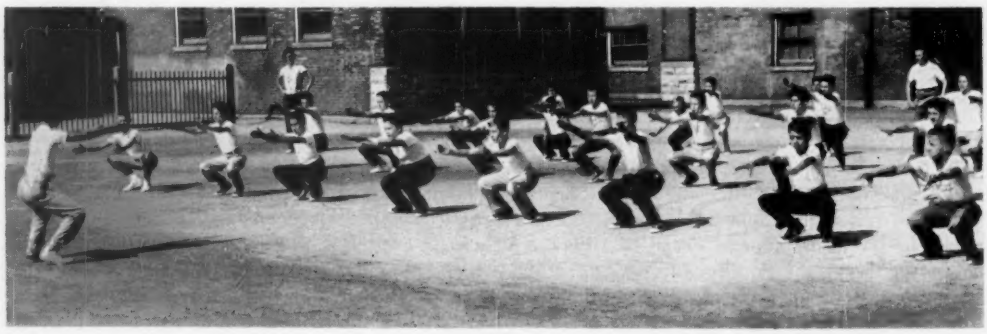
Equipment is much better today than it was 30 years ago. The old, sponge rubber headgear has given way to the new suspension type or a plastic molding. Shoulder pads can now be purchased in four standard types of construction—flat, inside cantilever, outside cantilever, or double cantilever. In the past, all padding or cushioning was done with sponge rubber, felt or kapok. Today most pads are covered with a plastic material, which will absorb much more shock and is also more sanitary, since it will not absorb moisture and can be readily cleaned with soap and water.

As in the treatment of injuries, in rehabilitation the trainer works hand in hand with the team physician. Rehabilitative exercises should be started as soon as possible after an injury. In fact, it is advisable to continue exercising other portions of the body even though the injured part must be immobilized. It is much better to prevent atrophy than it is to relieve it.

I have been asked about the injury problems seen in college that could have been taken care of in high school. At present, high school injuries which give the most trouble are injuries to the knee, myositis ossificans of the humerus, and a few shoulder and ankle injuries. Regardless of the injury, I would recommend early rehabilitation or early surgery and rehabilitation. Be fair to the boy. If he needs surgery in high school, recommend it. Don't wait until he gets to college, where he will be a disappointed athlete●

ROBERT G. BRASHEAR, M.D.
Knoxville, Tenn.

THE first, and probably the most important, basic area of prevention is the selection of the coach. The head coach is the number-one preventer of serious injuries in athletics. He must be a morally sound teacher and leader. He must select the athlete, put him in his proper place and teach him the various techniques of individual and team play, pitting boys of equal athletic ability against each other. He prepares facilities. He buys protective equipment. He fits the equip-



Vital phase in prevention: no team is better than the physical condition of its players.

Reverse procedure: spend more money for good practice field and daily equipment rather than stadium and game uniforms.

ment to the player and teaches him how to wear it properly.

When films showing serious athletic injuries are studied, it becomes obvious that most serious injuries happen in a moment of poor coordination. Many coaches, realizing this, spend endless hours in trying to develop coordination in their players. With junior high school football developing more generally under improving supervision and coaching, the high school and college athletes today are much better coordinated than in former years. It is my firm belief that, unless a high school has sufficient funds to employ a first class coach and to buy the best protective equipment, it should not be permitted to have football in its athletic program.

The second area to be considered is that of the team physician. In my state, official regulations will not permit a football game to start until there is at least one doctor available on the field, not in the stands, and an ambulance is parked just off the field. This is considered a minimum basic requirement. When play begins, it is understood that all injuries necessitating "time-out" require removal of the injured player from the game. An immediate examination of the injured athlete is made. The physician decides whether the player should return later to the contest.

Having a physician present on the football field during a game is not sufficient. The modern concept of an athletic team doctor is that of a consulting physician who shares appropriately in organizing the athletic program. He is available not only for football games but also for consultation with the coach and trainer throughout the year. This is the ideal toward which we should work.

The full-time athletic trainer, it seems to me, will become indispensable to the high school. Every college athletic program of any consequence now has a full-time trainer, and this has paid dividends. The reason high schools do not have them now is that there are no funds available for a trainer's salary. While many compromises have been devised, none of them is completely satisfactory.

The National Athletic Trainers' Association, formed in 1950, meets annually to interchange information on preventing athletic injuries and diseases. They have drawn up a college curriculum, which calls for a major in physical education and a minor in another teaching area, preferably one of the basic sciences. Obviously, to a person armed with a degree of this type, a teaching assignment and accompanying salary would be available almost anywhere. Thus, high schools could obtain the services of the teacher-trainers.

I believe the development of the professional athletic trainer and this National Athletic Trainers' Association is the greatest single advance in college athletics in the past 25 years. Its benefits should be extended to high schools at the earliest possible time●

**NUMBER OF ACCIDENTAL DEATHS FROM FOOTBALL**
United States, 1955-59

| Type | Direct | Indirect |
|---|---|---|
| Total | 81 | 27 |
| College | 7 | 4 |
| High school | 51 | 18 |
| Professional and semiprofessional | 5 | 1 |
| Sandlot | 18 | 4 |

Source of basic data: Dr. Floyd R. Eastwood, Chairman, Committee on Injuries and Fatalities, American Football Coaches Association.

by Ivan L. Eland

# Group to Stir Up Driver Ed Action

A SPECIAL sub-committee recently was named to stimulate more widespread acceptance of high school driver education.

Under the President's Committee for Highway Safety, the sub-committee is made up of chairman Russell Brown, Insurance Institute for Highway Safety; Wayne Hughes, National Safety Council; Burton Marsh, American Automobile Association; Ira Rogers, Automotive Safety Foundation and William Simon, National Highway Users Conference.

The sub-committee is charged with developing an action statement for all groups to use in bucking public apathy and solving current problems in secondary school driver education. It will consider the following:

1. Promoting financial aid for driver education legislation in states that do not have such legislation.

2. Including state legislative officials in the next President's Conference and urging them to promote legislation in their states.

3. Putting financial aid legislation on the convention agendas of educational and civic leaders for their discussion and action.

4. Producing a pamphlet and film on the value of driver education.

5. Conducting a concentrated effort by all organizations for public support of driver education.

The sub-committee grew out of an exploratory meeting called in Washington, D. C., August 4. M. R. Darlington, Auto Industries Highway Safety Committee, summoned leading safety people as a result of several events: the recent decline in schools offering courses; the close vote on retaining driver education in Los Angeles public schools; tax depreciation problems encountered by dealers loaning cars in the St. Louis (Mo.) area; and the persistant feelings in some areas that driver education has no place in the schools.

Representatives from 11 organizations discussed the current criticisms and obstacles facing high school driver education. Some of the criticisms included: inadequate information on the program's effectiveness; school curriculum should not include "frills" and the program is too expensive.

The group felt some obstacles were lack of adequate financial support; lack of certified teachers; lack of understanding and support by school administrators; competition with required subjects; lack of practice driving areas; opposition of commercial driving schools; rapid growth of urban areas and failure of school officials to take the lead in promoting the program.

Norman Key, NEA Commission on Safety Education, said a long range approach through state legislation is the best solution to the financial problem. After that, however, he said the public must be constantly informed on how its money is being spent.

In discussing whether driver education ought to be made available outside the school, the group pointed out examples where other organizations had sponsored programs of this type and had failed: during World War II the YMCA driver education program; Massachusetts Motor Vehicle Department; Pennsylvania State Police Program; Memphis Junior Chamber of Commerce Program. Such schools had lower standards and were not taught by qualified teachers, they said. In addition, they said, the commercial schools offer no guidance services, do not teach the whole child and do not stress citizenship and other objectives of driver education.

Ivan Eland was the traffic safety consultant, National Safety Council. He is now director of safety at Iowa State University.

**Is there a crisis in driver education? National leaders are studying the problems and seeking solutions.**

Herbert Stack, New York University, pointed out that professional driving schools in most states are licensed by motor vehicle departments rather than educational departments. Key suggested upgrading the standards of commercial schools, since they might have to handle the over-flow from high schools. Thomas Seals, Insurance Institute for Highway Safety, said commercial instructors ought to meet the same standards as high school driver ed teachers.

**The group felt the school is the place to teach drivers the proper foundation for becoming good traffic citizens. They pointed out that completion of a driver ed course does not guarantee a good driver; this comes only after experience based on a sound foundation.**

The group voted unanimously that a concerted and coordinated effort should be made to improve the quality of and to further promote high quality driver education over the country.

The group suggested studying the effectiveness of driver education programs in high schools, methods of financing, existing state laws, what driver education can do for young people, recommended standards for all courses and methods of making training procedures more efficient.

One situation leading to this original meeting was a local Internal Revenue Service ruling in St. Louis which deprived car dealers of taking any tax depreciation on the cars loaned to the schools, on the theory that they were cars held for sale. The Revenue office in June said that the cars had signs on them, were therefore, being used for advertising purposes, and depreciation could not be allowed. However, in July the Revenue office amended its ruling to permit tax adjustments, not only for this current year but last year as well●

recommended for your driver education program
Hydramite
(TRADE MARK)
HYDRAULIC BRAKE
DUAL CONTROL
(PATENT PENDING)
SAFETY
Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application. No bars or cables to confuse the student. No disturbing noise, rattles or squeaks.
SAVINGS
First cost is your last cost. Fits all cars, including those with power brakes, easily transferred to your next car.
SATISFACTION
Fully tested and approved. Completely accepted in high school and commercial training programs throughout the country.
FITS ALL CARS
Especially designed for use on driver training cars. Constructed of quality materials usual to the automotive industry.
ORDER YOUR HYDRAMITES NOW
Price $32.35 complete with approved fittings and easy installation instructions.
Provide Excise Tax Exemption Certificate, bearing authorized signature, with order.
STROMBERG HYDRAULIC BRAKE & COUPLING CO. • 5453 NORTHWEST HIGHWAY, CHICAGO 30, ILL.

# Should children play

forum in print

**Lonnie Gilliland, director, safety education, Oklahoma City Public Schools, Okla.**

IN CONSIDERING the question "Should children be allowed to play on outside fire escapes to school buildings," I should like to take the position that these escapes are not intended as playthings or equipment, but that they should serve only as a way of egress from the building in case of emergency situations.

Each teacher has the responsibility of preparing her children for using this facility correctly. This preparation affords an opportunity for children to engage in a meaningful experience.

Among the teaching points to include in this area are: (1) to have each pupil glide a hand along the handrail to prevent slipping and falling; (2) to insist that pupils walk down the stairs taking one riser with each forward step; (3) to space pupils so that bodily contact will not be made between children; (4) to conduct each fire-exit drill after children have been prepared, as though it were a real emergency; and (5) to provide an opportunity for pupils to participate in an evaluation of each drill soon after it has been completed.

I really believe that if the above procedure is followed any "fear" that might have existed on the part of children will have been dispelled and, at the same time, they will recognize the fire escape as an emergency measure and not a plaything●

**Percy Bugbee, general manager, National Fire Protection Assn., Boston, Mass.**

IT IS our feeling in the National Fire Protection Association that school fire escapes should not be utilized by children for play purposes. The exception would be for slide escapes. It is desirable in our opinion to allow children to play on these so as to become familiar with their use. We think it is quite desirable to include all escapes in the regular routine fire drills so that all of the children in the school may be familiar with the escape.

The old-fashioned type of fire escape has been at best a sort of last resort means of escape from a burning school building. If such escapes are allowed to pass ordinary unprotected windows, they are sometimes death traps rather than escapes●

**Janie Shands, safety coordinator, Sam Houston School, Denton, Tex.**

PLAYING on fire escapes at recess periods and during the noon hour is not in accordance with our philosophy of education as we try to learn and live together safely.

We think that fire escapes are special facilities at our school to be used intelligently and effectively in an emergency.

We advocate well planned drills beginning early in each year. These are conducted calmly and deliberately as a learning situation to instruct children, teachers and all school personnel in the techniques of using the fire escapes satisfactorily. This procedure is respected by all as vital instruction and is administered and received in a business-like, purposeful and serious manner. The experience is neither frightening nor frivolous, but is accepted as a

## *on fire escapes?*

normal phase of our over-all plan to live together safely with an awarenes of how to use every available facility.

The instruction includes: the assignment of groups to specific exit routes and fire escapes; the alternate routes to be used in case of blocked passages; the correct approach to the escape; the most desirable body position in descending; the manner of landing; and, the continued movement away from the building to designated safety zones.

It is our opinion that if the fire escapes are used by the children as play equipment, the correct techniques of usage which have been taught might be replaced by incorrect and unsafe habits which would ultimately be a dangerous handicap in a real emergency exit.

In somewhat the same interpretation, we use our stairways as necessary channels of travel, but we do not use them as play equipment at any time during our school day.

We have provided adequate play equipment, including slides of the correct height for our children. Fire escapes are necessarily high to serve their purpose; too high, we think, to be used as play slides.

We believe that the sane, safe and supervised usage of our fire escapes helps to maintain the desired attitudes and practices which contribute to our school's effective program of safety education●

**Alfred L. Mosely, psychologist, Harvard Medical School, Boston, Mass.**

I BELIEVE that children should be allowed to play on fire escapes because:

1. Play provides familiarity with such matters as, the location of doors, railings, physical motion involved in climbing, means by which to turn corners and leave the end of the steps. These may all be accomplished to some extent in a fire drill; and if the drills were held two or three times a week routinely, this discussion would not be necessary. The infrequent fire drill and the rules concerning it describe the fire escape emotionally to the child as a "Forbidden Path." The forbidden path policy damages both the duration and the impact of the physical acquaintance with the fire escape. The child does not feel the same comfort that he feels with the front steps.

2. Pavlovian conditioning as applied in the fashion of John B. Watson suggests that repeated familiarity with an object which is feared can modify that fear. It follows then that the social conditioning of normal and usual access to the fire escape would reduce the fear.

3. Experimentation with animals has demonstrated that when animals are exposed to a certain quantity of minor injuries, they are better able to survive more severe injuries. Likewise, if students can be exposed to the minor dangers of fire escapes, play on them, perhaps even skin a few knees, they'll be better able to survive greater dangers. More and more experience with the feared object may in fact develop a greater capacity to successfully manage emergencies concerned with it.

4. People tend to do in emergencies what they tend to do under usual circumstances otherwise. Thus, if 99 per cent of experience of going in and out of the school building involves the doors but not the fire escapes, the tendency in an emergency will be to leave by these two doors.

5. The nature of the hazard in a fire requires minimum escape route time. The problem is, of course, primarily not that of fire, but of carbon monoxide poisoning.

6. Play as a diagnostic method is accepted as sound and fundamental. Thus, while observing children playing on the fire escape, the teacher might identify a student whose personal

problems would prevent successful use of the escape route in an emergency. Likewise, the teacher may be able to identify a student who could exercise leadership in emergency situations.

7. It is assumed that the fire escape is only for egress. This fails to take into account the unpredictable emergency when the fire escape might have to be a means of entry for purposes of rescue. A type of reverse fire drill which is not now employed could meet this need but not to the same extent that socializing on the escape route will accomplish.

These seven reasons show the necessity for play and socializing on fire escapes. The arguments support two basic principles:

The first principle is that emergency skills are provided only by special training. The normal body has the capacity to exert extreme efforts in emergency situations. However, the judgment of how to use these capacities is, unfortunately, not built in, but has to be acquired through experience and training. Since emergencies allow small fractions of time for action, the human organism does not have the intelligence or capacity to reason these out and apply the results in time to prevent disaster.

Training for emergency situations has been successful in many areas of modern life. For example, we have experimented with crashing aircraft to determine when fires begin, how they spread and what may be done to aid the pilot, crew members and passengers successfully to escape. Experiments have shown the advantages of training drivers in the skills of skidding and skid recovery.

The second principle is that habits by nature are specific with respect to their application, function and speed, and are without conscious control. This means that habits are extremely valuable reaction mechanisms where an automatic response can serve the organism.

Through training, habits can be so well-established that we come to believe that they will always be dependable. But it is a simple matter of fact that they cannot be so trained that they will always function as expected. As we cannot always rely on habits, we need to support them by attitudes. Attitude control is again unconscious in nature but different from habits. Since attitudes are particularly susceptible to the effects of socialization, socializing and play on the fire escapes become very important means by which to develop favorable attitudes.

In summary, I believe that the fire escape should be treated as nearly as possible as any other doorway and stairway in the school. Its concept and use in the mind of the student will be that of a completely familiar structure and a perfectly usual way out in an emergency. Such a viewpoint requires attention to design and supervision in the same ways as are now required in administering the school●

**Mary Giffin, M.D., medical director, North Shore Mental Health Clinic, Winnetka, Ill.**

ONE wonders why this question is asked. Does its asking reflect indecisiveness in the minds of teachers? Twenty years ago everyone knew that the black, shiny tiers of steps were used for one purpose and one purpose only. It may have occurred to children that climbing and jumping and secretly meeting on such steps would be a welcome variant, but few children tried it—and they soon learned differently.

To a psychiatrist the fact of the question suggests uneasiness about limit setting. It is as if the adults were asking for an affirmative answer to the question so that they could eliminate one more frustration from the life of students.

What a false ideal! Not just with regard to fire-escapes, but throughout school life there is a permeating poison labeled *don't frustrate the child*. Yet frustration is the catalyst to strong and healthy development. Frustration of an absorbable dose, not overwhelming, but certainly not homeopathic. Better that the frustration be occasionally too great than that the child be an unfrustrated, over-indulged, unchallenged amoeba. The goal of mental health is the opportunity for total effectiveness; the goal of emotional achievement is the attainment of the creative insecurity not a false security. Frustrations are necessary to healthy growth.

The question is in the minds of the adults who have asked it. Children will answer—and I join them—fire-escapes exist for one purpose. Let's all keep them for that purpose. Children will play more happily elsewhere in the knowledge that fire-escapes are for their safety only●

**Science Series**

Teeter totter serves as lab to show concepts of balance, even gravity. Curious children learn need for warning partner before hopping off.

# Musical Chairs = Momentum

SCIENCE in safety. Safety in science—definitely. I can't conceive of a scientific experiment without some phase of safety being involved. Children love to experiment with various materials and instruments to prove or illustrate a safety precept, doctrine or rule.

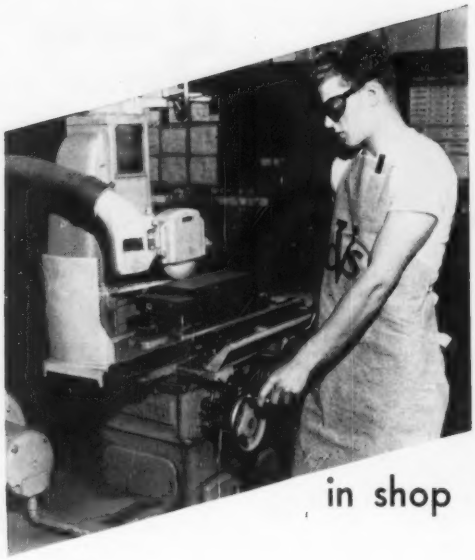
The following experiments are taken from a collection which we have used in our primary grades. Naturally, we are concerned primarily with experiments which paint a clearer picture to the children of the various lessons taught in our safety demonstration which we have called "You Can't Stop on a Dime." Sequences showing "stop and go" reaction time, "running and stopping," "walking and running," "driving and skidding" are included in the program.

I. Experiments
   1. Draw on paper with a crayon as the teacher says, "stop and go." Show how long it takes to stop.
   2. Set up a bicycle wheel and spin it and say "Stop and go" to see how long it takes to stop.
   3. Make a waterfall using a pitcher of water or drinking fountain to show that even if you stop the water, part of it continues to fall.
   4. Play musical chairs to show that it takes time to think and to stop in the right place.
   5. Turn off an electric fan to show the fan keeps moving after it has been turned off.

II. By performing the above experiments, show the following concepts:
   1. Action + reaction = Results
   2. It takes time, space, or motion to stop things.
   3. Anything that moves takes time to stop.
   4. The faster you react, the faster you can stop.
   5. Anything on land, sea or air takes something to stop it.
   6. The faster the movement, the further it takes to stop.

III. Materials that can be used in the classroom, in the yard, or at home.
   1. Ball
   2. Magnets
   3. Electric fan
   4. Bicycle or car
   5. Marbles
   6. Phonograph
   7. Balloons
   8. Blocks
   9. Paper cup
   10. Roller skates
   11. Paper, crayons, or pencil
   12. Board (have ramp or incline)

*—sent in by Mrs. Lois E. Curtis, specialist, Elementary Safety Education, Board of Education, Los Angeles, Calif.*



in shop

in sports

# 1960 Congress

# SAFETY EVERYWHERE all the time

## General Info

Dates—October 17 through 21

Location—nine Chicago hotels

Theme—Safety Everywhere . . . all the time

Expected attendance—12,000

Annual Council meeting—Monday morning, Conrad Hilton hotel

Early Morning Sessions—"Productive Creativity," Tues., Wed., Thurs. and Fri. mornings, 8:30 to 9:30, Conrad Hilton hotel ballroom. Speaker: G. Herbert True, vice president, Visual Research, Inc., South Bend, Ind.

Congress banquet—Tuesday evening, 6:30, Conrad Hilton. Speaker: Gen. Alfred M. Gruenther, president, American National Red Cross on "American Responsibilities in a World of Missiles and Misunderstandings."

Safety films showing (winners of the 1960 awards of the National Committee on Films for Safety), Wednesday evening, 8 o'clock, Conrad Hilton.

First Public Safety meetings at a Congress—Thursday morning and afternoon, Conrad Hilton. Talks to cover: skiing, private flying, hunting, swimming, boating, water skiing and preventing sports injuries.

Congress party—Thursday evening, Conrad Hilton ballroom.

## School and College Info

Expected attendance—600

Location—Hamilton Hotel

Hospitality room—Chicago Room annex

in school

on streets

Breakfast—Monday morning, Hardings restaurant.

Reception—to honor Norman E. Borgerson, honorary member, School and College Conference, Monday afternoon.

Luncheon—Thursday, 12:30 p.m., Hamilton hotel.

(Symbols used below: (E)—elementary; (S)—supervisors; (DE)—driver education; (C)—college.)

## Monday

**Afternoon**

Opening general session—Gordon Graham Memorial Lecture by J. C. Wright, Supt. of Public Instruction, Des Moines, Iowa.

**Evening**

Key Problems in Safety Education—five panel discussions will be held concurrently for three periods, permitting audiences to rotate.

## Tuesday

**Morning**

The College Environment as a Learning Experience (C)

New Tools and Techniques in Laboratory Safety (C)

We Might Add (to Monday evening sessions) (S)

**Afternoon**

Elementary School Session I

What Is the Future for College Safety Centers? (C)

Recent Research Findings Applicable to Safety Education (C)

**Evening**

Tour of NSC headquarters—showing of movie "Safety Everywhere . . . all the time"

## Wednesday

**Morning**

Current Developments and Methods in Driver Education (DE)

Safety Preparation of Technical and Professional Students (C)

Law Enforcement Problems in Driver Education (DE)

**Afternoon**

Elementary School Session II

**Evening**

Problems of State Driver Education Associations

## Thursday

**Morning**

Legislation and Teacher Liability in case of Accident (DE)

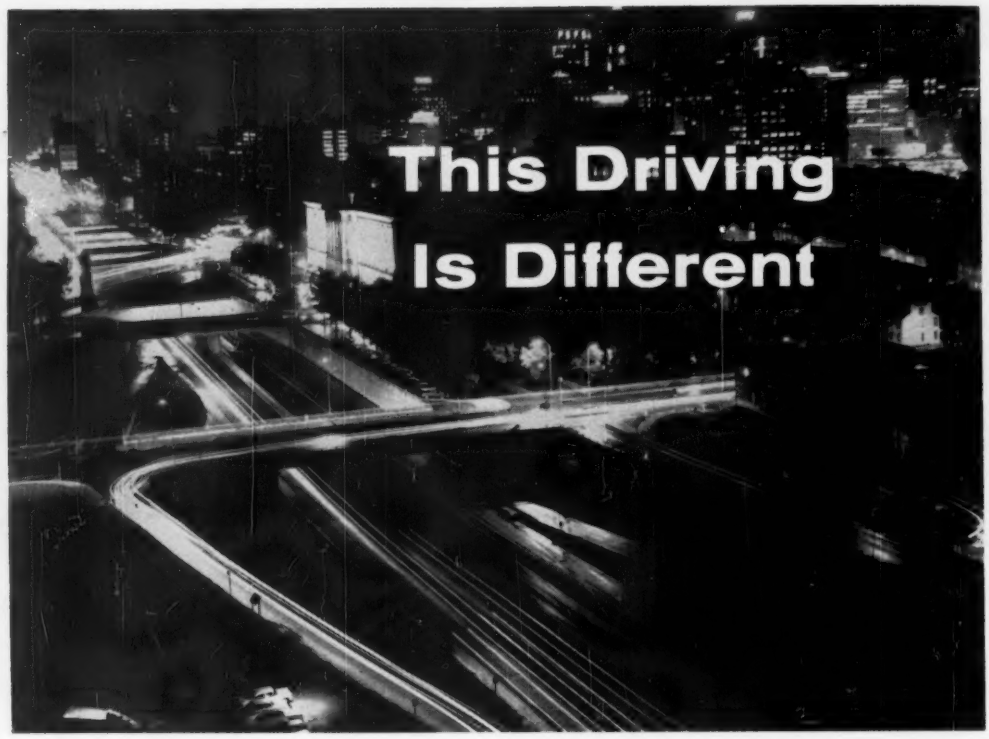
Elementary School Session III

Applying the Findings of Current Research in Driver Education (C & DE)

What Can Schools Learn from Industry? (S)

**Afternoon**

Final General Session—Building Attitudes for Safety by William A. Mann, professor, Highway Traffic Safety Center, Michigan State University.



# This Driving Is Different

THE great growth of limited access roads heralds a new era of motoring. Not only are networks of turnpikes creeping across the continent to link our larger cities, but most metropolitan areas now either have or are planning systems of freeways and expressways. We have already seen the beginnings of a new concept in motor transportation, but this is only the beginning.

We cannot question the fact that limited access roads are a vast improvement over conventional roads. They solve our growing traffic congestion problems, and since they are safer than ordinary highways, they hold an important key to our traffic accident problem.

But expressway driving is *different*. It requires special skills and involves special hazards. We are living in an age of specialization; driving, too, has become the domain of the specialists. There is no room for amateurs on our expressways.

A driver education instructor must meet this new challenge. He must not only teach the students good driving. He must—in so far as he is able—prepare his students for the specialized business of safely negotiating the limited access highways.

The manipulation of the automobile's controls can be easily mastered by the average student. The coordination necessary for smooth driving is a little more difficult to learn. But the real challenge for the driving instructor is to develop in the student the proper judgment and attitudes that will make him a good driver. It is the mature judgment and proper attitude that make the difference between a good and a bad expressway driver.

We hear of many rules for safe expressway driving—simple "do's" and "dont's" that are supposed to prepare the driver to cope with all facets of expressway driving. Unfortunately, there is no easy formula. All the rules and lectures in the world will not make a good expressway driver. What makes a good expressway driver is sound judgment growing out of knowledge of particular hazards and based on actual driving experience.

In order to teach expressway driving, the instructor must himself be thoroughly acquainted

Edward Klamm is accident prevention director, Allstate Insurance Co., Skokie, Ill.

by Edward R. Klamm

**Expressway driving takes special skills. This teaching challenges the talents of driver ed people.**

with the special skills and hazards which expressway driving entails. Instructors should make every effort to master the expressway techniques before attempting to instruct others.

*Expressway driving is "big league."* Grantland Rice, the great sports writer, said that it doesn't matter whether you win or lose, but how you play the game. This may be true on the field of sport; but on the expressway, no one can afford to lose. Because accidents which do occur on expressways are likely to be more severe, there is no margin for error. On a city side street, a mistake can mean a crumpled fender; but on an expressway, a simple error can cost many lives.

The beginner should never be exposed to actual expressway driving. He can become easily flustered when confronted with the high-po /er driving and quick decisions of the expressway. Therefore, we must assume that the student first must meet and master the essentials of expressway driving in the classroom; this is a problem which will tax the ingenuity and creativity of the best driver education instructors.

Beginning drivers are rarely aware of the mechanical aspects of their car or the physical forces in effect at high speeds. Instructors should stress the importance of the automobile's condition when driving on expressways. High speeds place tremendous strain on tires. Old, bald tires that render yeoman service month after month on city streets will give out quickly, with disastrous results, under the sustained punishment of high speed driving.

Beginning drivers will not comprehend the grave hazards of a stopped car on the expressway. Collisions with stopped vehicles are one of the leading killers on expressways. Students should be taught to spot a potential rear-end collision well in advance while still in the classroom.

Students must be thoroughly impressed with the absolute necessity of getting their own automobile entirely off the driving portion of the road if they are forced to stop. Remind them of the three main causes of expressway breakdowns: running out of gas, tire troubles and overheated engines. If the driver cares for his automobile properly, it is unlikely that he will become a stopped car hazard.

The student should be instructed in the way speed changes conventional driving patterns and practices. Higher speeds and increased stopping distances require longer following distances. People familiar only with conventional driving patterns invariably follow too closely. In addi-

## How to Survive on Turnpikes

- "Recharge" the driver every two hours—take turns at the wheel.
- Stop for a soft drink or light snack frequently. Avoid fried or heavy foods—they make you drowsy.
- Tune your radio to loud, fast music and sing along to keep mind active.
- Keep your eyes roving across the highway, front and rear, to prevent a glassy stare.
- Play word or counting games to keep the driver alert.
- Take your shoes off occasionally while driving. The engine vibration stimulates the sole of your foot and helps combat tiredness.
- Don't be fooled by the speed you're traveling—keep a constant check on the speedometer.

—*American Youth*, May-June

tion, warn students of the danger of indiscriminate lane changing.

Students should be reminded that directional signals can be used to good advantage on the expressways to indicate lane changes and slow downs for exits. Students may mistakingly think that because there are no turns on the expressway they will not need to use their directional signals.

There is a very special "fluid" aspect to expressway driving. Entrance, exit and passing maneuvers are performed in a stop-free blending fashion that will be new to those who have never driven on expressways. Students should be prepared in the classroom to understand proper merging techniques.

One of the greatest dangers for the inexperienced expressway driver is the fact that it all seems so easy. After the complicated control manipulating of city driving, the novice discovers that on the expressway all he needs to do is to keep his foot on the accelerator mile after mile. This overconfidence is a dangerous illusion which the student must be warned against.

A danger also exists when the driver leaves the expressway and returns to conventional roads. After "flying" down the expressway, the driver must quickly adjust again to picking his way slowly and carefully through complex traffic.

It is also very important that the student does not take the high speeds of expressway driving for granted. The novice tends to think of the expressway as a speedway—something he takes to get him where he's going in a hurry. Teach students that even on expressways they must slow down to compensate for adverse conditions such as darkness, limited visibility or slick pavements.

A great deal has been written about "highway hypnosis." Students should be taught to cope with this enemy too.

The high speeds and increased stopping distances of expressways make it necessary that drivers "think" farther ahead of them. On the expressways it is imperative that moves and adjustments be executed well in advance—sometimes several hundred yards ahead.

It is essential for the instructor to use appropriate teaching aids. Classroom models of driving situations usually show vehicles in close proximity to one another. When demonstrating expressway techniques in the classroom, the teacher should, if possible, stress the need for increased spacing by placing the models farther apart. If facilities are available, expressway driving situations should be demonstrated on long model roads or on large expanses of black board in order to stress the need for space.

One of the best ways to teach the "feel" of expressway driving and to bring to the classroom the visual experience of the expressway is by means of films. There are a few very good films available for this purpose.

Teaching expressway driving to students without getting out on the expressway is like teaching driver education without getting into a car. Yet it may be impossible to complete this valuable training. The next best thing is to teach the students the basic fundamentals involved in expressway driving and to emphasize the difference between this type of driving and conventional driving. To do a good job in this area will require the best talents the driver education instructor can muster●

## Handling Teen Driving Problems

What can parents do with the teenage driving problem? Or, what can teens do with the problem of trying to get the family car? *House and Garden* had these suggestions.

"Nagging and teasing for the family car are considered factors contributing to the teenage driving neuroses." The family car ought to be available on some sort of schedule. For example, an auto date book could be used. Using a page for each day, mother, dad, brother and sister could enter scheduled trips.

Mark down the days the car should go to the garage for servicing and whose turn it is to take it. Remember to include weekly cleaning to be done by the students or in rotation. Duty driving tends to increase a child's sense of responsibility about a car. One reason insurance companies tend to favor girl drivers over boys is that the girls do more driving for the family; boys drive more for pleasure.

Teenagers should also be impressed with the cost of running a car and keeping it up. In this way, they'll realize that the family car is not for free transportation. You might set up a mileage rate for pleasure trips. Six or 7 cents a mile deducted from the weekly allowance would be a fair deal●

# 1960 National School Safety Honor Roll

**Total number of Honor Roll schools.....4,794**
**Number of first year schools..... 878**
**Number of drop-outs..... 266**
**State with the most schools on Honor Roll. Pennsylvania**
**State, second highest.....Illinois**
**State, third highest.....California**
**State, fourth highest .....Texas**
**City with most schools on Honor Roll.....Philadelphia**
**City, second highest.....Pittsburgh**

## 16 Year Schools

Alabama, Hueytown
Hueytown Elementary

California, Alameda
Alameda High School
John Muir School
Lincoln School
Porter School

Minnesota, Hibbing
Hibbing Public School

New York, Larchmont
Chatsworth Avenue School

Wisconsin, Green Bay
Green Bay School of Vocational & Adult Education

## 15 Year Schools

California, Alameda
Edison
Franklin
Haight
Longfellow
W. G. Paden Elementary

Connecticut, Greenwich
Glenville
North Mianus

Illinois, Elmhurst
Lincoln Elementary

Pennsylvania, Philadelphia
John M. Patterson

Tennessee, Oak Ridge
Cedar Hill
Elm Grove
Highland View
Jefferson Jr. High
Pine Valley
Scarboro
Willow Brook
Woodland

## Alabama

ATMORE
1 E. Ward High

BESSEMER
9 Raimund

BIRMINGHAM
6 Lake View
1 Midfield Elem.

FAIRFAX
5 Fairfax

FAIRFIELD
5 Fairfield Indus. High

GADSDEN
*11 J. S. Jones

HUEYTOWN
*16 Hueytown Elem.
2 N. Highland

JACKSONVILLE
*11 Elem. Laboratory

LANETT
5 Huguley
4 Lanett Elem.
5 Lanett High

MOBILE
5 B. T. Washington Jr. High

MONTGOMERY
5 Highland Gardens Elem.
5 Wm. R. Harrison

RIVER VIEW
5 River View Pub.

SHAWMUT
5 Shawmut Pub.

SYLACAUGA
6 Main Ave. Elem.

## Arabia

DHAHRAN, SAUDI
3 Abqaia Sr. Staff
3 Dhahran Sr. Staff

RAS TANURA, SAUDI
3 Ras Tanura Sr. Staff

## Arizona

AJO
9 Ajo Elem.

PHOENIX
1 Alhambra
1 Cartwright
3 Creighton
3 Garfield
3 Lafayette
3 Loma Linda
3 Monte Vista
3 Papago Elem.
3 W. T. Machan

TUCSON
3 C. E. Rose

## Arkansas

LITTLE ROCK
3 B. T. Washington
3 Capital Hill
2 Centennial
1 Central High
3 Dunbar Jr. High
2 East Side Jr. High
3 Fair Park
3 Forest Hgts. Jr. High
2 Forest Park
1 Franklin
3 Garland
3 G. Washington Carver
2 Gibbs Elem.
3 Granite Mountain
1 Hall High
2 Hardin Bale Elem.
5 Horace Mann High
2 J. Mitchell Elem.
3 J. E. Bush
2 Kramer
2 Oakhurst
2 P. Pfeifer
2 Pulaski Hgts. Elem.
2 Pulaski Hgts. Jr. High
3 R. H. Parham
2 Rightsell Elem.
2 R. E. Lee Elem.
1 S. W. Jr. High
5 Stephens
3 S. Jackson
3 T. Jefferson Elem.
3 W. Side Jr. High
2 Williams Elem.
3 Wilson Elem.
2 Woodruff Elem.

## California

ALAMEDA
*16 Alameda High
*15 Edison
8 Encinal High
9 F. Otis Elem.
*15 Franklin Elem.
*15 Haight
*16 J. Muir
*16 Lincoln
9 Mastick Primary
*16 Porter
1 Washington Elem.
*15 W. G. Paden Elem.
*15 Longfellow
5 St. Joseph's Gram. Sch.
*10 Woodstock

ANAHEIM
3 A. Lincoln Sch.
3 Adelaide Price Sch.
3 B. Franklin
3 C. Barton
3 G. Washington
3 J. Madison
3 J. Marshall
3 Katella Sch.
3 Melbourne A. Gauer
3 Palm Lane
2 P. Henry
2 Sunkist School
3 T. Roosevelt
3 T. A. Edison
3 T. Jefferson

ANTIOCH
1 Antioch Unified

AVENAL
2 Avenal High

BERKELEY
5 Berkeley High
2 Burbank Jr. High
2 Columbus
2 Cragmont Elem.
6 Emerson Elem.
2 Franklin
2 Garfield Jr. High
2 Hillside Primary
2 Jefferson Elem.
2 J. Muir Elem.
2 Le Conte Elem.
2 Lincoln
2 Longfellow
2 Oxford
2 Thousand Oaks
2 Washington Elem.
2 Whittier-University Elem.
2 Willard Jr. High

CASTRO VALLEY
6 A. B. Morris
4 Clifton
1 Laurel
2 Proctor
4 Sydney

COMPTON
4 El Segundo

CONCORD
4 Clayton Valley Elem.
4 Concord Elem.
5 Crawford Village
1 El Dorado Inter.
1 Glenbrook Inter.
2 Hillcrest Elem.
3 Monte Gardens Elem.
2 Mt. Diablo High
2 Mt. Diablo Elem. Sch.
1 Oak Grove Inter.
1 Strandwood Elem.
4 Ygnacio Valley Elem.

EARLIMART
1 Allensworth Elem.

EL CERRITO
5 C. B. Cameron
*11 Castro
3 Del Mar Elem.
*10 El Cerrito High
6 El Monte Elem.
*11 Fairmont Elem.
*11 Harding Elem.
4 Madera Elem.
9 Portola Jr. High
3 St. Jerome's
2 St. John's

EMERYVILLE
2 Emery High

FREMONT
5 A. G. Norris
6 Centerville
4 Glenmoor Elem.
1 J. G. Mattos
1 M. Oliveira

FRESNO
1 A. Birney
1 G. L. Aynesworth
1 Bullard Elem.
1 Bullard High
1 Centennial
1 Columbia Elem.
1 Easterby
1 Edison High
1 Emerson Elem.
1 A. D. Ewing Elem.
1 B. Franklin
1 J. C. Fremont
1 A. Hamilton Jr. High
1 T. L. Heaton
1 W. B. Holland
1 Kirk Elem.
1 Lafayette Elem.
1 Lane Elem.
1 Lowell Elem.
1 J. Muir
1 Manchester Elem.
1 L. Powers Elem.
1 E. Pyle
1 T. Roosevelt High
1 C. Rowell Elem.
1 Teilman Elem.
1 F. W. Thomas
1 G. W. Turner
1 A. G. Wishon

GLEN ELLEN
8 Dunbar Elem.

GLENDALE
*11 Balboa Elem.
2 Franklin Elem.
2 H. Mann Elem.
2 M. Keppel Elem.
1 R. D. White
5 T. Jefferson

HANFORD
4 J. Monroe
4 Jefferson Elem.
4 L. Richmond
3 Lincoln Elem.

HAYWARD
1 Baywood
6 B. Harte
1 Burbank
2 Calaroga
1 Cherryland
1 East Ave.
4 E. Markham
1 El Rancho Verde
1 Fairview
1 Harder
1 Highland
4 Hillcrest
1 Kimball Elem.
6 Longwood
2 Mohrland Elem.
1 Muir
2 Palma Ceia Elem.
1 Park
1 R. Gausberger
1 Sequoia Elem.
3 Strobridge
1 Winton

HINKLEY
2 Hinkley Union Elem.

KENSINGTON
1 Kensington

LA CRESCENTA
2 Dunsmore Elem.
1 Valley View Elem.

LOCKEFORD
5 Lockeford

LODI
2 Garfield
4 Lincoln Elem.

MODESTO
5 B. Harte
5 Burbank
5 El Vista
4 E. Beard
5 Enslen
5 Fairview
5 Franklin
5 J. Marshall
5 J. C. Fremont
5 J. Muir
5 J. Sutter
4 La Loma Jr. High
5 Lincoln
5 M. Twain Jr. High
1 Modesto High
5 O. Wright
5 Roosevelt Jr. High
5 Shackelford Elem.
2 T. Downey High
5 Tuolumne Elem.
5 Washington
3 Washington Crippled Children's
5 W. H. Garrison Elem.
5 Wilson

OAKLAND
4 A. Hamilton Jr. High
6 A. Chabot
6 Bella Vista
5 B. Harte Jr. High
7 Brookfield Elem.
6 Castlemont High
7 C. Burckhalter
7 Claremont Jr. High
7 Clawson
7 Cleveland
6 Cole Elem.
6 Crocker Highlands
6 D. Webster
5 Dewey
3 Durant
6 E. M. Cox
7 Edison Elem.
7 E. Markham
6 E. Sherman
6 Elmhurst Jr. High
7 Emerson Elem.
6 Franklin
7 Fremont High
6 Frick Jr. High
6 Fruitvale
7 Garfield
6 Glenview Elem.
2 Golden Gate
7 Grant
7 Grass Valley
6 Havenscourt Jr. High
6 Hawthorne
5 High St. Homes
6 Highland
6 Hillcrest
6 Hoover Jr. High
7 H. Mann
6 Jefferson Elem.
6 J. Miller Elem.
6 J. Swett
7 Lafayette
6 Lakeview
6 Laurel
3 Lazear Elem.
7 Lincoln Elem.
6 Lockwood
7 Longfellow Elem.
6 Lowell Jr. High
6 L. Burbank
6 Manzanita
6 Maxwell Park
6 McChesney Jr. High
6 McClymonds High
6 McFeely Elem.
7 Melrose
6 Montclair
1 Montera Jr. High
6 Oakland High
7 Oakland Tech. High
7 Parker
6 Peralta
7 Piedmont Ave.
7 Prescott
7 Redwood Hgts.
7 Rockridge
6 Roosevelt Jr. High
6 Santa Fe

**The number preceding the name of the school stands for the number of years of participation in the Honor Roll.**

***Indicates schools which have been on the Honor Roll 10 years or more.**

5 Sequoia
5 Sheffield Village
4 Sobrante Park
5 Stonehurst
2 Thornhill Elem.
7 Toler Hgts. Elem.
6 Tompkins
6 Washington Elem.
6 Westlake Jr. High
6 Whittier
6 Willow Manor
1 Woodland
6 W. Wilson Jr. High

ORINDA
1 Inland Valley Elem.

PIEDMONT
6 F. C. Havens
6 Wildwood

PINOLE
1 Pinole-Hercules No. 1

PLEASANT HILL
3 Diablo Vista Elem.
4 Gregory Gardens Elem.
4 Pleasant Hill Elem.
4 Pleasant Hill Inter.

PORTERVILLE
2 Bartlett Jr. High
1 Belleview Elem.
1 J. J. Doyle
2 Olive St.
2 Porterville Union High
2 Roche Ave.
2 Rockford Elem.
1 Vandalia
2 W. Putnam
1 Westfield Elem.

RESEDA
5 Sequoia Jr. High

RICHMOND
1 Adams Jr. High
*11 Alvarado Elem.
7 Balboa Elem.
*11 Belding Elem.
7 Coronado
7 Cortez Elem.
5 De Anza High
5 Granada Jr. High
*11 Grant Elem.
*11 H. Ells High
*10 J. O. Ford
*11 Lincoln Elem.
*11 Mira Vista Elem.
*11 Nystrom Elem.
*11 Peres Elem.
*11 Pullman
9 Richmond Union High
*11 Roosevelt Jr. High
6 S. Gompers High
6 Serra Elem.
*11 Stege
*11 Washington Elem.
*11 W. Wilson
3 Woods Elem.

SAN DIEGO
3 L. M. Alcott
1 Memorial Jr. High
1 Ocean Beach Elem.

SAN LEANDRO
5 Bancroft Jr. High
6 J. A. Garfield
2 J. Monroe
5 Roosevelt
6 Washington
2 W. Wilson

SAN LORENZO
2 Argonne
3 Arroyo High
5 Ashland
2 Barrett
5 Bay
7 Bohannon
3 Colonial Acres
6 Corvallis
6 Dayton
5 Del Rey
8 Edendale
5 El Portal
6 Fairmont
4 Fairmont Terr.
5 Grant
3 Hesperian
4 Hillside
5 Lewelling
5 Linda Vista
7 Lorenzo Manor
7 Martin
3 Russell
5 Sunset
*10 Village
6 Washington Manor

SAN MATEO
3 Beresford Park
2 Borel
3 Buena Vista
3 College Park
3 G. W. Hall
3 Hayward Park
3 Laurel
3 Lawrence
3 Meadow Hgts.
1 N. Shoreview
1 Parkside Elem.
3 San Mateo Park
3 Turnbull Elem.

SAN PABLO
*10 Downer Jr. High
9 Helms Jr. High
6 Riverside Elem.
5 Rancho Elem.

STOCKTON
6 Adams Elem.
6 August Elem.
6 Burbank Elem.
6 Cleveland Elem.
6 El Dorado Elem.
6 Elmwood Elem.
6 Fair Oaks Elem.
4 Fillmore Elem.
4 Fremont Jr. High
6 Garfield Elem.
6 Grant Elem.
6 Grunsky Elem.
6 Harrison Elem.
6 Hazelton Elem.
6 H. Hoover
3 Jackson Elem.
6 Jefferson
6 Lafayette Elem.
3 Lincoln Elem.
6 Madison Elem.
4 Marshall Jr. High
6 McKinley Elem.
6 Monroe Elem.
2 Munford
6 Roosevelt Elem.
6 St. Gertrude's
4 St. Mary's Assumption
4 Stagg Sr. High
6 Stockton Col.
6 Stockton Jr. High
6 Taft Elem.
3 Taylor Elem.
6 Tyler Elem.
6 Van Buren Elem.
6 Victory Elem.
6 Washington Elem.
6 Webster Jr. High
6 W. Wilson Elem.

STRATHMORE
2 Strathmore Union Elem.

29 PALMS
1 Oasis Elem.

UNION CITY
5 Decoto Elem.

VISALIA
2 Divisadero Jr. High
2 Green Acres
2 Redwood High

WALNUT CREEK
8 Buena Vista
2 Indian Valley
3 Murwood
8 Parkmead Upper Grade
1 Tile Valley

WOODLAKE
2 Woodlake Union Elem.
2 Woodlake Union High

## Canal Zone

ANCON
3 Ancon Elem.

BALBOA
5 Balboa Elem. Annex
5 Balboa High
5 Balboa Jr. High

BALBOA HEIGHTS
5 Balboa Elem.

COCOLI
5 Cocoli Elem.

COCO SOLO
5 Coco Solo Elem.
5 Cristobal Jr.-Sr. High

DIABLO
5 Diablo Elem.

FT. KOBBE
5 Ft. Kobbe

GAMBOA
5 Gamboa Elem.
5 Santa Cruz

GATUN
5 Gatun

MARGARITA
5 Margarita Elem.

PARAISO
5 Paraiso Elem. Jr. High
5 Paraiso High

PEDRO MIGUEL
5 P. Miguel

RAINBOW CITY
5 Rainbow City Elem.
5 Rainbow City High

## Colorado

BOULDER
3 Columbine Elem.

COLORADO SPRINGS
1 Taylor Elem.

DENVER
1 Belmont Jr. High

GRAND JUNCTION
5 Emerson

LAKEWOOD
4 Lakewood Jr. High

RANGELY
1 Rangely High

ROCKY FORD
3 Lincoln
5 Rocky Ford High

## Connecticut

ANDOVER
4 Andover Elem.

AVON
2 Avon High
4 Huckleberry Hill
1 Towpath Elem.

BLOOMFIELD
4 Park Ave.
3 Wintonbury

BOLTON
5 Bolton Elem.

BRANFORD
2 Canoe Brook
6 Laurel St. Elem.
2 Pine Orchard

BRIDGEPORT
1 Bassick High
2 Bryant
1 F. P. Dunigan
1 Franklin
5 Lincoln
2 Prospect

BRISTOL
3 C. A. Bingham
1 W. Woods

CHAPLIN
2 Chaplin

COLUMBIA
4 H. W. Porter

DANIELSON
5 Killingly High

DARIEN
1 Hollow Tree

DAYVILLE
2 Killingly Central

DERBY
1 Franklin

DEVON
4 Devon

E. HARTFORD
3 A. E. Norris
4 Burnside School
3 East Hartford High
3 Dr. F. H. Mayberry
4 G. E. Slye
5 Hockanum
4 J. T. McCartin
4 J. O. Goodwin
6 Meadow
3 P. S. Barnes
2 Second North
3 South Grammar
5 Silver Lane
4 Sunset Ridge
1 Dr. T. S. O'Connell
4 Willowbrook Park
4 Woodland

E. HAVEN
4 Deer Run
3 East Haven Jr. High
4 Highland
4 Momauguin
6 Overbrook
4 Union
4 W. E. Gillis

E. NORWALK
3 Fitch
5 Marvin

EASTFORD
3 Eastford

EASTON
4 S. Staples

FAIRFIELD
6 Fairfield Woods
2 Grasmere
2 Holland Hill
2 Lincoln
4 McKinley
2 Nathan Hale
1 Oldfield
3 Osborn Hill
5 R. Sherman
1 Stratfield
2 T. Dwight
2 Washington

FARMINGTON
5 N. Wallace

GLASTONBURY
5 Buttonball Lane
5 Glastonbury High
2 Hebron Ave.

GLENBROOK
5 J. A. Stack

GOSHEN
6 Goshen Center

GREENWICH
6 Byram Elem.
1 Central Jr. High
9 Cos Cob
5 Eastern Jr. High
*15 Glenville
5 Hamilton Ave.
*10 J. Cultiss
7 New Lebanon Pub.
*15 N. Mianus
7 N. St.
*11 Old Greenwich
8 Riverside

GUILFORD
4 Church St.
2 Guilford High

HAMDEN
5 Alice Peck
5 Centerville
5 Church St.
5 Dunbar Hill
4 Hamden High
5 Helen St.
5 M. L. Keefe
4 M. J. Whalen Jr.
6 Mount Carmel
4 Newhall St.
7 Putnam Ave.
2 Sleeping Giant Jr.
6 Spring Glen
5 State St.

HARTFORD
5 E. B. Kennelly
3 Dr. M. D. Fox
4 N. E. Jr. High
3 R. J. Kinsella
6 W. Middle

KENSINGTON
2 James Gates Percival

MADISON
2 Copse Road
4 Hand High

MANCHESTER
5 Bowers
4 Highland Park
2 Keeney St.
4 Manchester Green
4 Robertson
6 Waddell

MIDDLETOWN
5 Wilbert Snow

MILFORD
5 Calf Pen Meadow
6 Central Grammar
4 Fort Trumbull
5 Kay Ave.
3 Lenox Ave.
5 Meadowside
5 Orange Ave.
5 Point Beach
5 Pumpkin Delight
1 Simon Lake
5 W. Main

MILLDALE
2 Milldale

MONTVILLE
1 Mohegan
1 Palmer Memorial

MOOSUP
4 Moosup

NAUGATUCK
5 Central Ave.
5 Cross St.
1 Hillside
5 Hop Brook
5 Naugatuck High
5 Prospect St.
5 Salem
5 Western

NEW BRITAIN
6 B. Franklin
*10 Camp
6 Chamberlain
6 Elihu Burritt
1 Gaffney
6 Israel Putnam
6 Lincoln
6 Nathan Hale Jr. High
6 Northend Elem.
3 Roosevelt Jr. High
5 St. Matthew's Lutheran
6 Sr. High
6 Slade Jr. High
4 Slater Road
6 Smalley
6 Smith
4 S. H. Holmes
6 Stanley
4 Jefferson
6 Washington Jr.
NEW CANAAN
4 Center
1 H. W. Saxe Jr. High
4 South School
NEW HAVEN
5 A. Lincoln
6 Barnard
4 Bassett Jr. High
7 B. Jepson
7 Betsy Ross
7 Clinton Ave.
6 Columbus
1 Dante
6 Davis St.
5 Dwight
6 Edgewood
6 Edwards St.
6 Ezekiel Cheever
6 Fair Haven Jr. High
4 Highland Hgts.
6 Horace Day
7 Ivy St.
4 J. Hillhouse High
4 J. I. Scranton
5 K. A. Brennan
5 Kimberly Ave.
7 L. W. Beecher
6 Lloyd St.
4 Lovell
5 Nathan Hale
6 Prince St.
5 R. Sherman
*14 Sheridan Jr. High
6 S. E. Baldwin
4 Skinner
7 Strong
8 Troup Jr. High
4 Truman
4 Welch
4 W. Hills
4 W. L. Cross
6 Winchester
6 Woodward
4 Woolsey
6 Worthington Hooker
NEWTON
4 The Hawley Elem.
3 Sandy Hook Elem.
N. BRANFORD
3 J. Harrison
N. HAVEN
5 Center Elem.
6 Montowese Elem.
2 Ridge Road Elem.
5 Temple St.
3 N. Haven High
NORWALK
5 Jefferson
5 Kendall
NORWICH
4 J. B. Stanton
OAKDALE
1 Fair Oaks
OAKVILLE
4 Gordon Swift Jr. High
OLD SAYBROOK
4 Old Saybrook Elem.
ONECO
2 Oneco
ORANGE
4 High Plains
4 M. L. Tracy
1 Race Brook
PLAINFIELD
1 Plainfield Gram.
PLAINVILLE
3 Frank T. Wheeler
3 Linden St.
PLANTSVILLE
1 W. M. Strong
PLYMOUTH
5 Plymouth Center
POMFRET CENTER
1 Pomfret Community
POQUONOCK BRIDGE
1 C. Chester
POQUONOCK
5 Poquonock Elem.
RIDGEFIELD
1 E. Ridge Elem.
ROCKVILLE
4 Maple St.
6 Northeast
ROCKY HILL
4 Center
2 M. H. Stevens
2 West Sch.
SEYMOUR
5 Bungay
SHARON
5 Sharon Center
SOMERS
3 K. Fuller
SOMERSVILLE
2 Somersville
SOUTHINGTON
3 Holcomb Elem.
S. NORWALK
4 Brookside
2 Columbus-Lincoln
5 Washington Elem.
SOUTHPORT
1 Mill Hill
2 Pequot
S. WINDSOR
2 Pleasant Valley
SPRINGDALE
5 Springdale
STAFFORD
4 Pinney
STAFFORD SPRINGS
2 Ashford Elem.
4 Borough
4 W. Stafford Elem.
STAFFORDVILLE
4 Staffordville
STAMFORD
6 Belltown
3 Burdick Jr. High
5 Cloonan Jr. High
5 Dolan Jr. High
5 Franklin
5 Hart
5 J. J. Ryle
6 K. T. Murphy
4 M. W. Hoyt
4 Newfield
5 Rice
5 Rogers Elem. & Jr. High
5 Roxbury
4 Springdale
4 Stamford High
5 Stevens
5 Westover
5 Willard
TERRYVILLE
5 E. Main St.
5 Prospect St.
5 Terryville High
THOMPSON
5 Mechanicsville
TOLLAND
4 Ratcliffe Hicks Memorial
TORRINGTON
4 Burrville
5 East Sch.
3 E. Pearl
5 Forbes
5 Migeon Ave.
5 North Sch.
5 Riverside
5 South Sch.
5 Southeast Sch.
5 Southwest Sch.
5 Torringford
5 Torrington High
TRUMBULL
5 Booth Hill
5 Edison
3 J. Ryan
6 Long Hill
2 Nichols
3 Trumbull Center
UNCASVILLE
2 Uncasville
UNIONVILLE
5 Union
VERNON
1 Lake St.
2 Vernon Elem.
WALLINGFORD
5 M. Y. Beach
4 Washington St.
WAPPING
2 Wapping Elem.
WATERBURY
5 Driggs
WATERFORD
2 Southwest
WAUREGAN
3 Wauregan
W. HARTFORD
1 Braeburn
1 Bridlepath
6 Charter Oak
2 Elmwood
2 E. G. Norfeldt
2 H. A. Wolcott
4 J. Talcott Jr. High
5 King Philip Elem. Jr. High
4 L. Duffy
4 L. H. Bugbee
4 W. Hill
2 Whitman
WEST HAVEN
4 A. E. Pagels
6 Colonial Park
2 E. C. Stiles
1 First Ave.
4 E. E. Mackrille
5 Lincoln
1 Union
5 Washington
6 Thompson
WEST SUFFIELD
2 West Suffield
WINCHESTER
4 Pearson
WINDSOR
4 Clover St.
4 H. S. Hayden
4 J. Fitch
3 Windsor High
WOLCOTT
3 A. Lewis
5 A. B. Alcott
4 Frisbie
4 Woodtick

## Delaware

CLAYMONT
1 Darley Road Elem.
1 Green St. Elem.
1 Maple Lane
DELAWARE CITY
1 Delaware City
DOVER
1 B. T. Washington Elem.
MIDDLETOWN
1 L. L. Redding
MILLSBORO
1 Millsboro No. 23
NEW CASTLE
1 C. Downie Elem.
NEWARK
1 R. S. Gallaher
WILMINGTON
1 A. I. du Pont Elem.
2 C. B. Lore
1 Edge Moon
1 Faulk Road Elem.
2 M. C. I. Williams
1 Mt. Pleasant Sr. High
WYOMING
1 Star Hill

## Florida

APOPKA
7 Apopka Elem.
5 Apopka Memorial High
6 Dream Lake Elem.
2 Phyllis Wheatley High
AUBURNDALE
5 Auburndale Primary
BARTOW
5 Bartow Elem.
3 Union Acad. High
BRANDON
5 W. S. Yates
BREWSTER
5 Brewster
CHRISTMAS
1 Christmas Elem.
CLEARWATER
5 N. Ward Elem.
DANIA
5 Dania Elem.
3 Olser Jr. High
DAVENPORT
4 Davenport Jr. High & Elem.
DEERFIELD BEACH
2 Deerfield Beach Jr. High
DUNDEE
5 Dundee Elem.
EAGLE LAKE
5 Eagle Lake Elem.
FT. LAUDERDALE
2 Bayview Elem.
3 Bennett Elem.
5 Broward Estates Elem.
3 Davis Elem.
2 Dillard Elem.
4 Dillard High
4 E. Side Elem.
4 Edgewood Elem.
5 Harbordale Elem.
4 Hortt Elem.
6 Lauderdale Manors
3 Meadowbrook Elem.
5 N. Side Elem.
1 Pine Crest Elem.
5 S. Side
2 S. Foster
5 Sunset Elem.
5 Walker Elem.
5 W. Side Elem.
3 Westwood Hgts. Elem.
FT. MEADE
2 Ft. Meade Lewis Elem.
3 Riverside Elem.
FT. PIERCE
1 C. A. Moore Elem.
1 D. McCarty High
1 Fairlawn Elem.
3 Ft. Pierce Elem.
3 Ft. Pierce Primary
4 F. K. Sweet Elem.
5 Lincoln Park Acad.
5 St. Lucie County Jr. High
5 St. Lucie Primary
1 White City Elem.
FROSTPROOF
5 Frostproof Elem.
3 Frostproof High
GOTHA
1 Gotha Elem.
GULFPORT
5 Gulfport Elem.
HAINES CITY
5 Central Elem.
5 Eastside Elem.
5 Haines City Jr. High
5 Haines City High
3 Oakland Elem.
3 Hallandale Elem.
HOLLYWOOD
4 Colbert Elem.
5 Hollywood Central
2 Lake Forest Elem.
3 McNicol Jr. High
2 Oakridge Elem.
3 Watkins Elem.
3 West Hollywood Elem.
JACKSONVILLE
3 Darnell-Cookman
1 Fairfield
2 Hendricks Ave.
2 Hyde Park Elem.
3 John Gorrie Jr. High
2 Kirby Smith Jr. High
2 Lackawanna Elem.
4 Lake Forest Hills
1 Love Grove
2 Mattie V. Rutherford
3 Ortega Elem.
3 Paxton Jr. High
3 Paxton Sr. High
2 Pickett Elem.
2 Ribault Jr.-Sr. High
3 R. E. Lee Sr. High
1 Spring Park
2 Tech High
3 T. Jefferson
KEY WEST
3 Truman-Reynolds Elem.
LAKE WALES
5 Hillcrest Elem.
3 Lake Wales Jr. High
5 Polk Ave. Elem.
3 Spook Hill Elem.
LAKELAND
5 Central Ave.
5 Cleveland Court
4 Combee Elem.
4 Dixieland Elem.
4 J. F. Cox Elem.
5 Lake Morton
5 Lakeland Jr. High
5 Lakeland Sr. High
5 Lime St. Elem.
5 Medulla Elem.
4 Medulla Westside Elem.

4 Moorehead
4 Rochelle Elem.
4 Rochelle Jr. High
4 S. W. Elem.
3 S. W. Jr. High
4 Webster Ave.

LARGO
3 Anona Elem.

LOCKHART
7 Lockhart Elem.

MAITLAND
4 Maitland Hill Elem.
1 Maitland Jr. High

MARGATE
2 Margate Elem.

MULBERRY
1 Jr. E. Lee
5 Mulberry Elem.

NICHOLS
4 Nichols Elem. Sch.

OAKLAND
1 Oakland Elem.

OCOEE
6 Ocoee

ORLANDO
6 Audubon Park Elem.
1 Azalea Park Elem.
1 Callahan Elem.
1 Catalina Elem.
1 Cheney Elem.
7 Cherokee Jr. High
2 Colonial High
7 Concord Park
7 Conway Elem.
1 Cypress Park
6 Delaney
1 Eccleston Elem.
6 Edgewater High
2 Englewood
7 Fern Creek Elem.
4 Forest Park
4 F. L. Blankner
1 The Gateway
7 Grand Ave.
7 Hillcrest Elem.
5 Holden St. Elem.
8 Lake Como Elem.
6 Lake Silver Elem.
2 Lake Weston Elem.
6 Marks St.
1 M. Evans Jr. & Sr. High
1 Oak Ridge Jr. High
5 Pine Hills Elem.
4 Pineloch
7 Princeton Elem.
5 R. E. Lee
3 Rock Lake Elem.
5 Union Park Elem.
2 Washington Shores Elem.
8 Wm. R. Boone High

ORLO VISTA
7 Orlo Vista Elem.

PENSACOLA
4 A. K. Suter Elem.
5 A. E. McMillan
4 Agnes McReynols
1 Brentwood Elem.
1 N. B. Cook
1 O. J. Semmes Elem.
1 Turner-Lee-Day Elem.
7 Pine Castle Elem.

PLANTATION
2 Peters Elem.

POMPANO BEACH
2 Cresthaven Elem.
3 McNab Elem.
1 Norcrest Elem.
3 Pompano Beach Elem.
3 Pompano Beach Jr. High

ST. PETERSBURG
6 Clearview Ave. Elem.
3 Euclid
5 Harris Elem.
6 Norwood Elem.
5 Roser Park Elem.

SARASOTA
2 Phillippi Shores Elem.

TAFT
1 Cypress Park

TALLAHASSEE
2 F. S. Hartsfield Sr. Elem.

TAMPA
6 B. C. Graham
3 DeSoto Elem.
3 Gary Elem.
5 G. Cleveland
3 Kenly Elem.
4 Manhattan
9 Twin Lakes Elem.

WARRINGTON
5 Warrington Elem.

W. HOLLYWOOD
2 Boulevard Heights Elem.
3 Miramar Elem.

W. PALM BEACH
3 Southboro

WINDERMERE
5 Windermere Elem.

WINTER GARDEN
4 C. R. Drew Elem. Jr.-Sr. High
7 Dillard St. Elem.
4 Lakeview High
3 Tildenville Elem.
6 Winter Garden Elem.

WINTER HAVEN
5 Sr. High
5 S. Winter Haven

WINTER PARK
1 Brookshire Elem.
1 Glenridge Jr. High
7 Killarney Elem.
7 Park Ave. Elem.
2 Webster Ave. Elem.
7 Zellwood Elem.

## Georgia

ALBANY
3 Broad Ave.

ATLANTA
2 Ashford Park Elem.
2 A. F. Herndon Elem.
4 C. M. Pitts
2 E. C. Clement
4 E. A. Ware
5 E. P. Howell
2 J. L. Key
2 Rockdale Elem.
4 Sylvan Hills Elem.
2 Venetian Hills
3 W. Haven
1 W. Manor Elem.

COLLEGE PARK
5 G. F. Longino
2 Maple St.
3 Neely

COLUMBUS
1 Brown Ave.
2 Nankipooh

DECATUR
3 Toney

FULTON COUNTY
4 Alpharetta
2 Church St.
5 Cedar Grove
2 C. E. Riley
6 Cliftondale
2 College St.
7 Conley Hills
2 Dodson Dr.
4 E. Point Elem.
4 Fairburn
4 Harris St.
4 Hopewell Elem.
2 J. F. Beavers Elem.
2 J. L. Riley
4 J. Wells
2 J. Wells Elem.
4 K. Mitchell
2 Liberty-Guinn
4 M. P. Word
4 M. Smith
1 Newtown Elem.
3 Newton Estates
5 Parklane
4 S. R. Young
4 Sandtown
4 Stonewall Elem.
4 Utoy Springs

HAPERVILLE
6 North Ave.

LEARY
2 Patmos Elem.

MACON
8 P. Stephens

SAVANNAH
2 Casimir Pulaski
3 R. Riley

WEST POINT
5 W. Point Elem.

## Hawaii

HONOLULU
9 Kalakaua Intermediate

## Idaho

BOISE
3 St. Mary's

COEUR D'ALENE
2 St. Thomas

LEWISTON
3 St. Stanislaus

NAMPA
3 St. Paul's

ST. MARIES
3 St. Mary's Acad.

## Illinois

ALTON
6 Ir ing
4 Washington Elem.

ADAIR
1 Adair Grade

AVON
1 Avon Elem.
2 Avon Jr.
1 Avon High
4 Greenbush Elem. Dist. 176
4 Lincoln Elem. Dist. 176

BARTLETT
1 Bartlett Elem.

BERWYN
2 General Custer
4 K. Havlicek
3 Komensky

BETHALTO
4 Bethalto Grade
4 Civil Memorial High
4 Culp
4 Meadowbrook Grade
4 W. Trimpe Jr. High

BROOKFIELD
3 Congress Park
4 Lincoln

BROWNSTOWN
1 Brownstown Community

BUSHNELL
1 Bushnell E. Side Elem.

CANTON
4 Anderson
3 Breeds
3 Hulit
3 Ingersoll
6 J. Dean
2 Kellogg
3 McCall Elem.
3 Wright

CHAMPAIGN
1 Bottenfield Elem.
2 C. Busey
1 Colonel Wolfe
1 Columbia
1 Dr. Howard
1 Edison Jr. High
1 Garden Hills
1 Gregory Elem.
3 Hensley
2 Holy Cross
1 Lincoln
1 L. Switzer
1 Marquette
1 S. Side
1 Washington
1 Westview
1 Willard

CHICAGO
5 Gordon Tech.
3 Immaculate Conception
3 St. Basil
3 St. Peter Canisius
1 St. S. Kostka High

CONCORD
1 Concord

CLINTON
2 St. John

CREVE COEUR
1 Creve Coeur
2 Creve Coeur & Vicie
*12 Gerber Elem.
2 Park View
2 Rusche
2 Sacre Coeur

CUBA
3 Cuba Elem.

DANVILLE
9 Cannon
9 Daniel
1 Danville High
4 Edison
9 Elmwood
4 Fairchild
3 Franklin
8 Garfield
4 Grant
4 Hooton
1 Jackson
9 Liberty
4 Lincoln
2 Northwest
4 Oaklawn
4 Roselawn
9 Washington

DECATUR
4 E. A. Gastman
4 Enterprise Elem.
3 Garfield
6 H. B. Durfee
4 J. J. Pershing
4 M. W. French
6 Oak Grove Elem.
4 Roach
3 S. Shores
4 Washington

DE KALB
1 Ellwood
1 Glidden
1 Haish

DES PLAINES
1 West

DIETERICH
1 Dieterich Grade & High

DUNFERMLINE
3 Dunfermline

EAST PEORIA
2 Central
1 Glendale Grade Dist. 86
1 Jefferson
1 Lincoln
1 P. L. Bolin
1 Richland
1 Roosevelt
1 Washington
1 W. Wilson

E. ST. LOUIS
1 Edgemont
2 Hawthorne
2 Lucas
3 R. Lake
1 Webster

ELGIN
1 Hanover Countryside
2 Columbia
3 Gifford
2 Grant
1 Highland Elem.
2 Hoff
3 Illinois Park
2 Lincoln Elem.
3 Lowrie
1 McKinley
1 Sheridan
3 V. Coleman
2 Washington
3 Wing Elem.
1 Woodland Hgts. Elem.

ELMHURST
3 Edison
9 Elmhurst Jr. High
6 Emerson
9 Field
8 Hawthorne Elem.
7 Jackson Elem.
3 Jefferson
*15 Lincoln Elem.
1 Madison Elem.
3 Roosevelt Elem.
3 Washington
3 York Field Elem.

EVANSTON
3 Ascension of Our Lord
8 Bethlehem Lutheran
8 Central
8 College Hill (Skokie)
6 Dawes
8 Dewey
7 Evanston Twp. High
8 Foster Elem.
8 Haven Elem.
8 Haven Jr. High
8 Lincoln
8 Lincolnwood
3 Marywood
8 Miller Grade
6 National College of Education
8 Nichols Jr. High
8 Noyes
8 Oakton
8 Orrington
3 Park
6 Roycemore
8 St. Athanasius
3 St. George High
8 St. Mary's
8 St. Nicholas

3 Skiles Jr. High
3 Timber Ridge (Skokie)
8 Washington
7 Willard

FAIRVIEW
3 Fairview Grade

FARINA
1 Farina Grade

FARMINGTON
1 Chapman Jr. High
1 Harris Grade

FREEPORT
1 Center St.
1 Douglas
1 Empire Elem.
4 J. W. Henney
2 Lincoln Elem.
4 Taylor Park

GALESBURG
1 Allen Park
4 Bateman
4 Cooke
4 Farnham
3 G. Churchill Jr. High
2 Immaculate Heart of Mary

GENESEO
2 St. Malachy

GLEN ELLYN
1 B. Franklin

HAVANA
3 S. Fulton Con.

HENRY
2 St. Mary's

HICKORY HILLS
1 N. Palos

HIGHLAND PARK
3 Braeside
3 Edgewood
3 Elm Place
3 Green Bay Road
3 Highland Park High
3 Immaculate Conception
3 Indian Trail
3 Lincoln
2 Red Oak
3 Wayne Thomas
3 West Ridge

HINSDALE
1 Madison
1 Monroe & Monroe Annex

JOLIET
1 Joliet Catholic High

KEWANEE
*10 Belle Alexander
*10 Central Jr. High
*10 Franklin
*10 Irving
*10 Kewanee
*10 Lincoln

KICKAPOO
2 St. Mary

LA GRANGE
1 Highlands Elem. Dist. 106
1 Highland Jr. High
3 Goodman Ave.
3 Cossitt Ave.
3 Ogden Avenue

LA GRANGE PARK
4 Forest Road
2 Oak Avenue
3 St. Louise de Marillac

LA SALLE
2 St. Patrick

LEWISTOWN
1 Lewistown Community High
6 Lewistown Grade

LINCOLN
2 St. Mary's
2 St. Patrick's

MACOMB
4 Edison Jr. High
4 Grant
4 Lincoln
4 Logan
4 MacArthur
4 Macomb
4 Wilson

METROPOLIS
2 Metropolis Community High

MILAN
1 Black Hawk
1 Ginger Hill
1 Milan Grade

MILTON
2 East Park High
2 Milton Elem.

MOLINE
3 A. Hamilton
3 B. Franklin
4 Irving
2 Lincoln
3 Maple Grove
3 McKinley Elem.
3 Roosevelt
2 Sacred Heart
2 St. Mary
3 W. Carr
3 McKinley
4 H. Mann Elem.

MORTON GROVE
2 Grove
2 Park View

MURRAYVILLE
3 Murrayville Elem.

NEBO
2 Nebo Grade

NEW SALEM
1 New Salem

NILES
7 Niles Public

NORRIDGE
2 Divine Savior

NORRIS
3 Norris—Canton Unit

NORTHBROOK
1 Northbrook Jr. High
4 Glenbrook High

OAK LAWN
1 N. Palos—Dist. 117

ONTARIOVILLE
1 Ontarioville Elem.

PEKIN
3 St. Joseph's

PEORIA
5 Blaine Sumner
*10 B. H. Trewyn Jr. High
2 C. Coolidge
3 Columbia
5 Douglas Elem.
5 Franklin
5 Garfield
3 Glen Oak
1 Greeley Elem.
5 Harrison
3 Irving
5 Kingman Elem.
4 Lee Elem.
4 Lincoln Elem.
5 Longfellow
4 Loucks
4 Manual High
5 McKinley
3 Peoria High
5 Reservoir
3 Roosevelt Jr. High
2 Sacred Heart
2 St. Boniface
2 St. Bernard
2 St. John's
2 St. Mark's
3 St. Mary's Cathedral
2 St. Cecilia
2 St. Patrick
2 St. Philomena
2 T. Jefferson
5 Tyng Elem.
4 Von Steuben Elem.
4 Washington
5 Webster
5 White
3 Whittier
5 Woodruff Sr. High

PEORIA HEIGHTS
2 St. Thomas

PITTSFIELD
2 Pittsfield Elem.
1 Pittsfield High

PLEASANT PLAINS
2 Pleasant Plains

QUINCY
5 Adams Elem.
5 Berrian
1 Christian Brothers High
5 Dewey
3 Ellington
5 Emerson
5 Franklin
4 Highland—Riverside
5 Irving
5 Jackson
5 Jefferson
5 Madison Elem.
3 Monroe
3 Notre Dame High
5 Quincy Jr. High
5 Quincy Sr. High
3 St. Boniface
3 St. Francis
3 St. James Lutheran
3 St. John The Baptist
3 St. Mary's
3 St. Peter's
3 St. Rose of Lima
5 Washington
6 Rice
3 Riverview
7 Roosevelt Elem.
6 S. Strong
6 Weston Elem.
6 Willowdale

EVANSVILLE
5 Baker Ave. Elem.
6 B. Bosse High
2 Caze
6 Cedar Hall
4 Centennial
6 Central High
5 Chestnut-Walnut
6 D. Wertz
7 Dexter
5 Fairlawn
6 F. J. Reitz High
6 Fulton
6 Glenwood Elem.
6 Harper
5 Webster

ROCKFORD
1 Latham Park
1 Montague
1 White Swan

ROCK ISLAND
*10 Audubon Elem.
1 Central Jr. High
1 Denkmann
1 Edison
1 E. Field
1 F. Willard
1 Franklin Jr. High
1 Grant
1 Hawthorne
1 Irving Grade
1 Lincoln
1 Longfellow
*10 Rock Island Public
1 Sacred Heart
2 St. Joseph
2 St. Mary's
2 St. Pius X
1 Washington Jr. High

ROCKPORT
1 Rockport Public

ROSEVILLE
2 Roseville Elem. & Jr. High

ST. AUGUSTINE
4 St. Augustine Elem. Dist. 176

SAVANNA
3 Lincoln

SENECA
2 St. Patrick

SKOKIE
1 Devonshire
2 Timber Ridge

SPRINGFIELD
4 Bunn
1 Butler
2 Christ the King
1 Edison Jr. High
1 Enos Elem.
3 Harvard Park Elem.
5 McClernand
2 Sacred Heart
2 St. Aloysius
2 St. Cabrini
2 St. Patrick
2 Sts. Peter & Paul
3 Southern View
2 Vachel Lindsay

TILTON
4 Tilton Grade

URBANA
1 Urbana High
1 Urbana Jr. High
1 Seal Elem.

WARSAW
2 Warsaw Grade

WENONA
2 St. Mary's

WESTERN SPRINGS
1 Western Springs Public Dist. No. 101

WESTMONT
3 Holy Trinity

WESTVILLE
2 St. Mary

WHEATON
2 Hawthorne
1 Holmes
1 Jefferson
1 Lincoln Elem.
2 Longfellow
3 Lowell
2 Washington
1 Wheaton Jr. High
1 Whittier

WHEELING
1 W. Whitman

## Indiana

BEDFORD
3 Parkview

BLOOMINGTON
6 D. E. Hunter Elem.
6 Fairview Elem.

BOONVILLE
5 E. Williams

CEDAR LAKE
6 Hanover Township

ELKHART
6 Beardsley
6 Hawthorne
3 J. L. Ullery
6 Lincoln
2 M. F. Beck
6 M. L. Daly
6 Middlebury St.
6 Monger Elem.
3 Hebron
6 H. Reis Elem.
3 Highland
1 H. Roosa
6 J. M. Culver
5 Lodge
7 L. McCutchanville Oak Hill
1 N. High
3 Plaza Park
3 Perry Hgts.
2 Scott Twp.
6 Stanley Hall
3 Springtown
7 Vogel
8 Washington
4 W. Hgts.
3 W. Terr.
6 Wheeler Elem.
2 White

FORT WAYNE
1 Adams
3 Bloomingdale
2 Brentwood
3 Emmaus Lutheran
5 F. Slocum
5 Hanna
6 Harrison High
4 Indian Village
4 J. S. Irwin
3 L. C. Ward
5 McCulloch
3 Maplewood
7 Miner Elem.
1 Northwood Jr. High
5 Rudisill
2 St. Joseph Central
3 S. Calhoun Elem.
6 S. Wayne
2 Southern Heights
3 Washington Twp.

FRANKFORT
6 Woodside

GARY
4 Aetna Elem.
3 Alain L. Locke Elem.
6 Ambridge Elem.
2 A. P. Melton
3 Banneker Elem.
6 Beveridge
6 Carver
6 C. R. Drew
6 Emerson
6 Franklin
6 F. Douglass
6 Froebel
2 Garnett
6 Gary Edison
6 G. Washington
6 Glen Park
6 H. Mann
6 Ivanhoe
2 J. Marquette
6 Jefferson
2 J. H. Vohr
7 L. Wallace
6 Lincoln
3 M. M. Bethune
6 Miller
5 Nabel Elem.
1 P. L. Dunbar Elem.
7 Pittman Square
6 Pulaski
7 Riley
6 Roosevelt High
6 Tolleston
6 Webster
2 D. H. Williams
5 W. A. Wirt
1 W. M. Chase

GOSHEN
4 Goshen High

HAMMOND
7 Columbia

7 Hammond High
7 Maywood
7 O. P. Morton
7 Main Elem.

HUNTINGTON
6 H. Mann
7 Riley

INDIANAPOLIS
1 A. Lincoln
1 B. Franklin
1 B. T. Washington Jr. High
7 Brookside
1 C. J. Wilde
1 Christian Park No. 82
1 C. Vonnegut No. 9
5 D. T. Weir No. 71
7 D. S. Morgan No. 86
1 E. Pyle No. 90
1 H. P. Coburn No. 66
1 J. K. Lilly, Sr. No. 53
7 J. Garfield No. 35
1 J. Kilmer No. 69
3 L. Mott No. 3
1 M. Hartman No. 78
7 O. E. Brown
7 Pub. Sch. No. 38
6 R. W. Emerson No. 58
1 R. Browning No. 73
7 R. D. Owen
5 Rousseau McClellan No. 91
5 S. C. Foster

LA PORTE
6 Central Jr. High
3 Hailmann
5 Lincoln
6 Maple
6 Park
2 St. John's Lutheran
6 St. Peter's
5 Tenth St.

LOWELL
5 Lowell High

MADISON
2 L. Middleton

MARION
7 Clayton-Brownlee
7 Emerson Elem.
6 H. Mann
5 McCulloch Grade & Jr. High
2 T. Jefferson

MICHIGAN CITY
6 Central
1 Eastport

MISHAWAKA
*11 Mishawaka Public

NEW ALBANY
1 Hazelwood Jr. High
6 Silver St.

NOBLESVILLE
7 Conner
4 Third Ward

SHELBYVILLE
3 C. Major
6 T. A. Hendricks

TERRE HAUTE
7 Thompson

## Iowa

ALTOONA
6 Altoona Indep.

ANTHON
1 Anthon

ATLANTIC
2 Grant
2 Jackson
2 Lincoln
1 Washington

BETLENDORF
2 Mark Twain

BURLINGTON
1 Central Ave. Elem.
3 C. E. Perkins
4 Corse
4 Grimes
3 N. Hill
2 St. John the Baptist
3 Saunderson
6 Washington

CARROLL
1 Pub. Grade

CEDAR RAPIDS
1 Arthur
3 Cleveland
1 Fillmore
3 Franklin Jr. High
1 G. Washington Sr. High
1 Hayes Elem.
1 H. C. Hoover Elem.
3 Lincoln Elem.
1 Roosevelt Jr. High
2 St. Wenceslaus
4 Wright

DAVENPORT
3 Adams
5 Davenport Central Sr. High
1 Fillmore Elem.
3 F. L. Smart Jr. High
2 Garfield Elem.
2 Grant Elem.
1 Green Acres Elem.
1 H. M. Perry Elem.
3 H. J. Williams Jr. High
1 Harrison Elem.
4 Hayes Elem.
4 Hoover Elem.
3 J. B. Young Jr. High
4 Jefferson Elem.
4 Johnson Elem.
2 Lincoln Elem.
4 Madison Elem.
2 McKinley Elem.
2 Monroe
4 Roosevelt Elem.
3 Sudlow Jr. High
4 Taylor Elem.
4 Washington Elem.
3 Wilson Elem.

DES MOINES
5 Canary Lake
1 Roosevelt High

DONNELLSON
3 Donnellson

EXIRA
5 Exira Community

FAIRFIELD
2 Washington Elem.

FORT MADISON
2 Fort Madison High
2 Jackson Elem.
2 Jefferson Elem.
2 Lincoln Elem.
2 Richardson Elem.

GLIDDEN
3 Glidden-Ralston Community

GRINNELL
4 Cooper
1 Parker

HUMBOLDT
2 Taft Elem.
4 Central Jr. High
4 H. Sabin

IOWA CITY
4 H. W. Longfellow
4 H. Hoover
3 H. Mann
3 Iowa City High
4 Lincoln
4 Mark Twain Elem.
4 Roosevelt

KEOKUK
5 Garfield
2 Hawthorne
5 Jefferson
5 Keokuk Jr. High
5 Keokuk Sr. High
5 Lincoln
5 Torrence
5 Washington-Central Elem.
5 Wells-Carey

LAKE CITY
6 Lake City Community

LE MARS
5 Le Mars Community

LIBERTYVILLE
2 Libertyville Elem. Jr. High

MARENGO
3 Iowa Valley Community

MECHANICSVILLE
2 Mechanicsville Community

MISSOURI VALLEY
1 Missouri Valley Pub.

MOUNT AYR
2 Mount Ayr Elem.

NEWTON
6 Aurora Hgts.
6 Lincoln Elem.
9 Emerson Hough
4 T. Jefferson
8 Washington
6 W. Wilson

NORWALK
2 Norwalk

OCHEYEDAN
5 Ocheyedan

ONAWA
5 Lark

OTTUMWA
2 Evans Jr. High
2 H. Mann Elem.
6 Irving Elem.
6 Lincoln

QUIMBY
4 Quimby Community

RED OAK
5 Washington
4 Bancroft
5 Webster
5 Jefferson
5 Red Oak Elem.

RICHLAND
5 Richland

SHENANDOAH
5 Broad St.
2 Central
3 5th & 6th Grade

SIOUX CITY
5 Bancroft
6 Bryant
6 Central High
6 Cooper
6 Crescent Park
5 E. High
5 E. Jr.
6 Emerson
6 Everett
5 F. Floyd
5 Franklin
5 Grant
5 Hawthorne
6 Hobson
6 Hopkins Elem.
5 Hunt
4 Irving
6 Joy
5 Leeds High
6 Lincoln
6 Longfellow Elem.
6 Lowell
3 M. G. Clark
6 McKinley
5 N. Jr. High
6 Riverview Elem.
6 Roosevelt
6 Smith
3 Sunny Side
6 Washington
6 Webster
6 W. Jr. High
6 Whittier
5 W. Wilson Jr. High

SPIRIT LAKE
3 Spirit Lake Community

STORM LAKE
3 E. Elem.
5 N. Elem.
5 S. Elem.
4 Storm Lake High
4 Storm Lake Jr. High
5 West

VILLISCA
5 Villisca Community

WEBSTER CITY
6 Washington Central Jr. High

W. DES MOINES
2 Fair Meadows Elem.

## Kansas

CALDWELL
3 Caldwell Elem.

FREDONIA
2 Lincoln Elem.
3 Mound

GARDEN CITY
1 Alta Brown
2 Garfield
2 Jones

KANSAS CITY
1 Rosedale Jr.-Sr. High

MANHATTAN
1 Theodore Roosevelt Grade

McPHERSON
3 McPherson High

MEDICINE LODGE
2 Medicine Lodge Grade

OWENSBORO
1 Newton Parrish

ST. JOHN
2 St. John Pub.

SENECA
1 Seneca Pub. High

STRONG CITY
2 Strong City Grades

WETMORE
6 Wetmore Rural High

WICHITA
5 Caldwell Elem.
4 Greiffenstein Elem.
3 Kechi Center—Chisholm Trail
3 Lawrence Elem.
1 Lowell
3 M. Kelly Elem.
4 Sowers Elem.
3 Stearman Elem.
5 Waco Elem.

## Kentucky

BELLEVUE
2 Center Street Elem.

COVINGTON
3 Eighth Dist. Pub.
3 Villa Madonna Acad.

DANVILLE
3 E. L. Toliver

FT. THOMAS
4 Highlands High
*10 R. Moyer
1 St. Thomas High
9 S. Woodfill

HAZARD
3 Hazard Area Vocat.

JEFFERSON COUNTY
5 A. R. Kennedy
6 A. Waller
*10 Auburndale Graded
4 Butler High
3 Camp Taylor
5 Cane Run Elem.
8 Dorsey
7 Eastern High
2 Eastwood
8 Fairdale Elem.
2 Fairdale High
9 Fern Creek Elem.
7 Fern Creek High
3 Gideon Shryock
2 Gilmore Lane
4 Goldsmith Elem.
7 Greathouse
4 Greenwood Elem.
7 Hawthorne Elem.
7 Hikes Elem.
1 Indian Trail
5 J. H. Bates
8 Jeffersontown Elem.
4 J. Filson Elem.
6 J. J. Audubon Elem.
6 J. H. Chenweth
*10 Kenwood Elem.
7 Kerrick Elem.
7 Lyndon Con.
8 Medora Elem.
7 Melbourne Hgts.
7 Middletown
8 Mill Creek
8 Newburg
2 N. S. Wilder Elem.
8 Okolona Elem.
8 O. J. Stivers
2 Pleasure Ridge Park High
8 Prestonia Elem.
6 Rockford Lane Elem.
5 St. Mathews Elem.
6 S. P. Durrett High
3 Seneca High
4 S. Park Elem.
6 Southern High
6 Stonestreet Elem.
4 S. Wilkerson
6 Valley Elem.
6 Valley High
6 Waggener High
4 Watson Lane Elem.
1 Zachary Taylor Elem.

LEXINGTON
5 A. Lincoln Elem.
5 Arlington Elem.
5 Ashland Elem.
5 B. T. Washington Elem.
5 Constitution Elem.
5 G. W. Carver Elem.
6 Harrison Elem.
5 H. Clay High
5 Jefferson Davis Elem.
5 Johnson
5 Lexington Jr. High
5 M. A. Cassidy Elem.
5 Maxwell
5 Morton Jr. High
5 P. L. Dunbar High
5 Russell Elem.

LOUISVILLE
7 Ahrens Trade High
6 A. S. Brandeis
7 B. Franklin Elem.
5 B. T. Washington
5 Beechmont Elem.
6 Belknap

5 Bowman Field
4 C. A. Rubado Elem.
7 California
6 Central High
6 C. D. Jacob
5 Cotter-Duvalle
6 DuPont Manual High
5 Eastern Jr.
4 E. C. Semple
4 Emerson
5 E. Dolfinger
6 Emmet Field
7 F. T. Salisbury
6 F. Douglas
6 G. H. Cochran
5 G. H. Tingley
7 G. R. Clark
7 G. W. Morris
7 G. Washington
4 George D. Prentice
4 Gottschalk Jr. High
6 Hazelwood Elem.
4 H. B. Manly
7 H. Clay
6 Hiram Roberts
7 I.M. Cloom
5 I. Shelby
6 J. B. Atkinson
6 J. M. Atherson High
7 J. Stoddard Johnson
6 Jackson Jr. High
6 J. M. Bond
7 J. R. Lowell
7 J. B. McFerran
7 J. C. Strother
7 J. H. Heywood
5 J. Marshall
6 Longfellow
5 Louisville Male High
4 Madison St. Jr. High
5 M. Merker
6 M. B. Talbert
6 M. D. Hill
7 N. L. Frayser
6 N. Finzer
7 Parkland Elem.
3 Parkland Jr. High
6 Portland
7 P. L. Dunbar
5 Rubel Ave.
6 Rutherford
7 S. C. Taylor
6 S. Jones
5 Shawnee Elem.
7 Shawnee High
1 Southwick Elem.
6 S. Foster
6 T. Roosevelt
6 V. H. Englehard
7 Virginia Ave.
4 Western Jr. High
7 Wheatley
7 W. H. Perry

NEWPORT
5 Acad. Notre Dame of Providence
2 Newport High

OWENSBORO
4 Lincoln

SOUTH FT. MITCHELL
2 Beechwood High
3 J. A. Caywood
1 Dixie Hgts. High

## Louisiana

BARATARIA
1 Davis

BATON ROUGE
1 Baton Rouge High

CHALMETTE
1 C. F. Rowley

GEISMAR
2 Dutchtown High

GRAMBLING
5 Grambling College Laboratory

GRETNA
2 Gretna Elem. No. 1

JENNINGS
3 Jennings High

KENNER
1 Kenner Jr. High
3 Our Lady of Perpetual Help

METAIRIE
1 Airline Park Elem.
3 St. Louis King of France

NEW ORLEANS
2 A. D. Crossman
1 A. H. Wilson Elem.
2 A. Fisk Elem.
2 A. Wicker
1 A. Lawless
1 A. M. Harte Elem.
2 Annunciation
3 B. M. Palmer
2 C. E. Gayarre Elem.
2 Corpus Christi
1 Deckbar Elem.
1 E. P. Harney
2 E. D. White
2 E. H. Phillips
5 E. Hynes Elem.
3 F. T. Nicholls Sr. High
5 Gentilly Terr.
2 G. Washington Elem.
1 Holy Ghost
2 J. W. Johnson
1 J. Davis
1 Jefferson Jr. High
3 J. J. Audubon
3 Live Oak
5 Marquis de Lafayette Elem.
2 McDonogh No. 14
2 McDonogh No. 30 Elem.
3 McDonogh No. 31
3 McDonogh No. 32 Elem.
3 McDonogh No. 37 Elem.
5 McDonogh No. 39
1 McDonogh No. 40
2 M. H. Nelson Elem.
6 Our Lady of Good Counsel
1 Our Lady of the Most Holy Rosary
3 P. Wheatley Elem.
2 R. T. Danneel No. 1
3 R. C. Davey
1 R. M. Lusher
3 R. R. Moton
5 St. Agnes
3 St. Dominic Sch.
3 St. Francis of Assisi
1 St. Mary of the Angels
1 St. Raphael
2 St. Rose of Lima
2 Thomy Lafon Elem.
3 W. Frantz

PORT SULPHUR
1 Port Sulphur High

SUNSET
2 Sunset High

## Maryland

BALTIMORE
3 Arlington No. 234
7 Armistead Gardens No. 243
5 Beech Field Elem. No. 246
3 B. Franklin No. 239
1 B. Ross Elem. No. 68
5 B. T. Washington Jr. High
3 Brehmslan No. 231
5 Carrollton Jr. High No. 183
2 Cherry Hill Elem. No. 159
3 Columbus No. 99
1 Coppin Elem. No. 132
2 Curtis Bay Elem. No. 208
5 D. E. Weglein Pub. No. 2
3 Douglass Sr. High No. 450
1 Edgewood Elem. No. 67
1 Edmondson High
4 E. A. Henderson No. 101
8 Fallstaff Road
4 Fanniel Barbour No. 161
8 F. Scott Key
2 Frankford Elem. No. 216
9 F. D. Roosevelt No. 18
6 Gardenville
1 Garrett Hgts. Elem. No. 212
4 Govans No. 213
2 Guilford Ave. No. 32
9 Guilford Elem. No. 214
9 Hampden No. 55
1 Harbor View No. 244
5 H. B. Stowe No. 118
2 H. Johnson Jr. High No. 106
9 H. Park Elem. No. 218
3 J. Monroe No. 48
9 J. E. Howard Elem. No. 61
1 J. Hurst Elem. No. 120
3 J. Ruhrah Elem. No. 228
3 LaFayette Courts Elem. No. 105
5 L. Walk No. 245
8 Liberty No. 64
5 L. M. Alcott No. 59
5 Lyndhurst No. 88
5 M. E. Rodman No. 145
3 Montebello No. 44
6 Mordecai Gist Elem. No. 69
4 Northwood Elem.
9 O. Cromwell No. 74
3 O. H. Perry No. 92
5 P. Wheatley No. 110
2 Pimlico Elem.
4 Pimlico Jr. High No. 222
3 R. Poole No. 56
1 Roland Park Pub. No. 233
1 No. 98
1 T. Tilghman No. 13
5 T. G. Hayes No. 102
8 T. Jefferson No. 232
1 Westport No. 225
3 W. M. Alexander No. 112
1 W. Paca Elem. No. 83
1 W. S. Baer No. 301
4 W. Hills No. 87

GREENSBORO
1 Greensboro

HAURE DE GRACE
1 Haure De Grace High

## Massachusetts

BONDSVILLE
6 Bondsville Gram.

CHICOPEE
1 Chapin
1 Kirby
1 L. W. Szetela Memorial
1 P. E. Bowe
1 Streiber
1 Valentine
1 Willimansett

CHICOPEE FALLS
1 Alvord
1 Belcher
1 G. S. Taylor
1 Lambert-Lavoie
1 Sheridan St.

EAST LONGMEADOW
4 Mapleshade

FAIRVIEW
1 Fairview Memorial

FALL RIVER
4 A. S. Letourneau
2 B.M.C. Durfee High
1 Brayton Ave.
5 C. V. Carroll
6 Coughlin
1 Davis
6 Davol
4 Diman Vocat.
3 Dubuque
5 Fowler
3 G. B. Stone
4 H. T. Healy
4 H. L. Belisle
5 H. Lord Jr. High
5 Highland
5 J. M. Aldrich
5 J. M. Morton Jr. High
6 J. Tansey
2 J. Dwelly
5 J. J. Doran
3 J. J. McDonough
4 Laurel Lake
1 Leontine Lincoln
2 Pine
3 R. M. Small
5 Robeson
6 S. Watson Gram.
6 S. Borden
1 S. H. Wixon
2 Westall
6 W. Connell
5 W. J. Wiley
4 W. S. Greene

HOLYOKE
4 Blessed Sacrament
4 E. N. White
5 Elmwood
5 H. B. Lawrence
5 Highland
5 J. Metcalf
5 Kirtland
5 Morgan
4 Precious Blood
5 So. Chestnut St.
5 Springdale
5 West St.
5 W. Whiting

INDIAN ORCHARD
5 Indian Orchard Elem.
3 Myrtle St. Elem.
3 Myrtle St. Jr. High

NEW BEDFORD
3 E. C. Brooks
3 Winslow

PALMER
6 Park St.
5 Quabaug

PITTSFIELD
5 A. Lodge
5 Allendale
5 Bartlett
5 Briggs
1 Central
5 Crane
5 Dawes Elem.
5 Egremont
5 Hibbard
5 Highland
5 Mercer
5 Morewood
5 North Jr. High
5 Pittsfield High
5 Plunkett
5 Pomeroy
5 Pontoosuc
5 Redfield
5 Russell
5 South Jr. High
5 Stearns
5 Tucker
5 W. B. Rice
3 Williams

READING
9 Pearl St.

SPRINGFIELD
3 Acushnet Ave.
3 A. M. Glickman
4 Brightwood
1 D. B. Brunton
4 Carew St.
5 Eastern Ave.
3 E. Brookings
5 Glenwood
5 F. Harris
5 H. L. Dorman
4 Homer
4 Hooker
3 Howard St.
3 Jefferson
3 Kensington
5 Liberty
4 Lincoln
4 Memorial Sch.
1 M. C. Ells
5 M. O. Pottenger
5 Robert Morris
3 Samuel Bowles
4 School St.
2 Sixteen Acres
3 Tapley
2 T. M. Balliet
5 Warner
4 Washington
3 White St.
4 W. N. DeBerry

THORNDIKE
6 Thorndike Gram.

THREE RIVERS
5 Three Rivers Gram.

WALTHAM
4 Chauncey-Newhall
4 E. C. Fitch
3 H. Whittemore
4 J. Bright
2 Lexington St. Elem.
2 Lexington St. Jr. High
2 N. Hardy
4 N. P. Banks
4 North Jr. High
4 Northeast Elem.
3 Northwest Elem.
2 Phineas Lawrence

2 St. Joseph
4 T. R. Plympton
4 T. Hill
4 Waltham High

WELLESLEY
3 J. D. Hardy

WEST SPRINGFIELD
4 Immaculate Conception
4 John Ashley
4 Main St.
4 Margaret C. McDonough
4 Memorial
4 Mittineague
4 Park Ave.
4 St. Thomas
4 Tatham
4 W. Springfield High
4 W. Springfield Jr. High
3 W. A. Cowing

WESTOVER A. F. B.
1 Westover No. 1 Air Base
1 Westover No. 2 Air Base

WORCESTER
9 Worcester Boys' Trade High
9 Worcester Public

## Michigan

BATTLE CREEK
3 A. J. Kellogg
2 Dudley
2 Franklin
2 Tremont
2 Jefferson
2 LaMora Park Elem.
2 Lincoln Elem.
2 McKinley
2 Post
2 Roosevelt
2 Urbandale
3 Verona
2 Washington

BLANCHARD
1 Blanchard Pub.

CLIO
3 Clio Area High
3 Clio Jr. High
3 Van Tyle

DAVISON
1 Richfield
1 Thomson

E. LANSING
*11 Central

FENTON
3 C. J. Furlong
3 N. Road
3 State Road

FERNDALE
2 G. Washington

FLINT
3 Beckwith
2 Bentley Jr. High
1 Bryant Community Jr. High
3 Calvary Lutheran
3 Carman-Mandeville
3 Carman Park Elem.
1 Central Community High
3 Civic Park
3 Clark Community
3 Cody Community
3 Cook Community
4 Coolidge Community
3 Cummings Community
3 Dewey Community
3 Dort Community
4 Doyle Community
4 Durant-Tuuri-Mott
1 E. Bendle Elem.
3 E. Lutheran
1 Emerson J. High
3 Fairview Community
2 Flint Christian
2 Flint Jr. Acad.
1 Flint Northern Community High
2 F. Johnson
3 Freeman Community
2 Friel St.
3 Garfield Community
3 Gillespie
2 Griffith Ct.
3 Gundry Community
2 Hamady
4 Hazelton Community
1 Holy Rosary
3 Homedale
3 Jefferson Community
3 J. L. Pierce Community
3 Lewis Community
4 Lincoln Community
3 Longfellow Community
1 Lowell Community Jr. High
3 McKinley Jr. High & Elem. Community
3 Merrill Community
3 Oak Community
3 Our Savior Lutheran
4 Parkland Community
3 Pierson Community
4 Potter Community
3 Redeemer Lutheran
4 Roosevelt Community
2 R. Barhitte
3 S. S. Stewart Community
3 Sacred Heart
3 St. Agnes
2 St. Francis of Assisi
4 St. John Vianney
3 St. Luke
3 St. Mary
3 St. Matthew
3 St. Michael
3 St. Paul Lutheran
3 Selby Community
1 Southwestern Community High
3 Stevenson Community
3 T. N. Lamb Jr. High
3 W. E. Martin Community
4 Walker Community
4 Washington Community
3 W. Bendle Elem.
3 Westwood Hgts.
1 Whittier Jr.
1 Wolcott
3 Zimmerman Community

FLUSHING
1 Warner

GENESEE
3 Genesee

GOODRICH
3 Goodrich Area

GRAND BLANC
1 A. J. Brendel
2 Grand Blanc High
3 Holy Family
3 McGrath
3 Myers

HAMTRAMCK
6 Copernicus Elem.
*10 Copernicus Jr. High
4 Dickinson
3 Hamtramck Sr. High
4 Holbrook Elem.
4 Immaculate Conception
4 Kosciuszko
3 Our Lady Queen of Apostles
4 Pulaski
4 St. Florian
4 St. Ladislaus

HAZEL PARK
14 United Oaks

HOLLAND
3 Maple Wood

LANSING
1 Allen
2 Barnes Ave.
2 Bingham
3 C. W. Otto Jr. High
2 Cavanaugh
1 Cedar St.
2 Christiancy St.
3 Elmhurst
2 Everett Elem.
3 Fairview
2 Foster
3 Genesee St.
3 Gier Park
3 Grand River Ave.
3 High St.
3 Holmes St.
2 Horsebrook
4 Kalamazoo St.
3 Lewton
3 Lincoln
4 Lyons Ave.
2 Main St.
2 Maple Hill
4 Maplewood
3 Michigan Ave.
3 Moores Park
3 Mt. Hope
1 Northwestern
1 Pattengill Jr. High
2 Pleasant Grove
2 Pleasant View
4 Verlinden Ave.
1 Willow St.

LINDEN
3 Argentine

MARCELLUS
4 Star

MONTROSE
1 Montrose

MT. MORRIS
1 Brown
1 Jr. High
3 Mt. Morris Elem.
3 St. Mary
1 Rogersville

MT. PLEASANT
6 Fancher Elem.
6 Ganiard Elem.
4 Pullen
4 University Laboratory

ROSEVILLE
3 MacArthur Elem.
4 Edgewood

SHEPHERD
6 Shepherd Pub.

SWARTZ CREEK
2 Doane
1 St. Mary

TRAVERSE CITY
3 Central Grade
*10 Oak Park
9 Traverse Hgts.

WEIDMAN
3 Weidman Community

## Minnesota

BOVEY
1 Philip Murray

CALUMET
3 Calumet Elem.

COLERAINE
4 Greenway High

DULUTH
5 Bryant Elem.
5 Central High
5 Chester Park
5 Cobb
5 Congdon Park
5 Denfeld Park
5 East High
5 Emerson Elem.
5 Endion Elem.
5 Ensign
5 Fairmount Elem.
5 Franklin Elem.
5 Grant
5 Irving Elem.
5 Jackson
5 Jefferson
5 Kenwood
5 Lakeside
5 L. MacArthur
5 Lester Park
5 Lincoln Elem.
5 Lincoln Jr. High
5 Lowell
5 Merritt Elem.
5 Morgan Park
5 Munger Elem.
5 Nettleton
4 Ordean Jr. High
5 Park Point
5 Piedmont Elem.
5 Riverside
5 Stowe
5 Washburn
5 Washington Jr. High
5 W. Jr. High
2 Woodland Jr. High

FARIBAULT
6 Garfield

HIBBING
*16 Hibbing Public

INTERNATIONAL FALLS
3 St. Thomas

MARBLE
2 Olcott Elem.

MINNEAPOLIS
3 St. Lawrence

ROCHESTER
1 Golden Hill
4 Jefferson

WORTHINGTON
3 St. Mary's

## Mississippi

BROOKHAVEN
6 Brookhaven Elem.
5 M. L. Martin Elem.

CLINTON
3 Clinton
2 Edwards

GREENWOOD
5 Greenwood Jr. High
4 North Greenwood
6 W. C. Williams

GULFPORT
5 Bayou View Elem.
3 Central Elem.
6 North Central Elem.
6 Northeast Ward

JACKSON
3 Q. Baker
4 M. L. Boyd Elem.
1 Bradley Elem.
2 Byram
3 L. Duling Elem.
6 Forest Hill Con.
6 Emma D. French
2 G. N. Smith
4 Galloway Elem.
3 George Elem.
1 Hill Jr.-Sr. High
1 Isable
3 J. Davis Elem.
1 Mary Johnson
2 Jones
1 Robert E. Lee Elem.
2 L. R. Lester Elem.
5 M. B. Key
3 M. D. Sykes
1 Morrison
4 N. C. McWillie Elem.
2 Oak Forest
2 P. Spann
4 Poindexter Elem.
3 Powers Elem.
3 Provine
1 S. Reynolds Elem.
1 Rowan
3 V. E. Lake Elem.
3 Watkins Elem.
6 H. L. Whitfield

RAYMOND
2 Raymond High

TERRY
2 Terry Con.

TOUGALOO
1 Young

UTICA
2 Utica High

## Missouri

DES PERES
4 The Des Peres

HICKMAN HILLS
1 C. A. Burke
1 H. S. Truman Elem.
1 Symington Elem.
1 Westridge Elem.

INDEPENDENCE
3 Nativity of the Blessed Virgin Mary

KANSAS CITY
1 Askew Elem.
1 G. C. Bingham Jr. High
4 Blessed Sacrament
1 Central High
1 Christ the King
3 E. C. Meservey
1 Faxton Elem.
1 Garfield Elem.
3 G. E. Longan
4 Guardian Angels
4 Holy Cross
4 Holy Name
4 James
3 J. J. Pershing
2 J. K. Stark
4 Kensington
2 Linwood
3 M. Twain
4 Marlborough
2 McCoy Elem.
1 Mt. Washington Elem.
3 Northeast Jr. High
4 Our Lady of Good Counsel
4 Our Lady of Sorrows
3 Sacred Heart
1 St. Aloysius
4 St. Augustine
1 St. Charles
3 St. Francis Seraph
4 St. Francis Xavier
1 St. James
4 St. John Baptist
1 St. Joseph
4 St. Michael

4 St. Peter
1 St. Stephen
1 Southeast High
2 Southwest High
3 Thacher

KIRKWOOD
2 Osage Hills
2 H. Hough
1 W. W. Keysor
1 N. Glendale
1 J. M. Turner
4 Westchester

ST. JOSEPH
7 Benton Jr.-Sr. High
7 Blair
7 Bliss Jr. High
5 Central High
4 Christian Bros. High
5 Co-Cathedral of St. Joseph
7 T. A. Edison
7 Everett Grade
7 Floyd
7 Hall
7 H. Mann
7 Hosea Elem.
7 Humboldt
7 Hyde Elem.
5 Immaculate Conception
7 Lafayette High
7 C. A. Lindbergh
6 M. Twain
7 McKinley Elem.
6 M. E. Miller
7 Neely Elem.
7 Noyes
7 Pershing Elem.
4 St. Francis Xavier
5 St. James
5 St. Mary's
3 St. Patrick's
7 Sherwood
7 S. Park
7 Washington

ST. LOUIS
1 Beaumont High
1 Hadley Tech. High
2 McKinley High
1 O'Fallon Tech. High
3 Vashon High

SPRINGFIELD
2 Bailey-Kiwanis
1 Berry Elem.
2 Bingham Elem.
2 Bissett Elem.
3 Bowerman
2 Boyd
2 Campbell
2 Central High
2 Delaware Elem.
2 Doling Elem.
2 Eastwood Jr. High
2 E. V. Williams Elem.
3 Fairbanks Elem.
3 Fairview Elem.
1 E. Field Elem.
2 Fremont
2 Hillcrest High
3 Holland
3 Jarrett Jr. High
2 M. Twain
3 McDaniel
3 McGregor
2 Oak Grove Elem.
2 Parkview High
3 Pepperdine Elem.
2 Pershing Elem.
2 Phelps Elem.
2 Pipkin Jr. High
3 Portland Elem.
3 Reed Jr. High
2 Ritter Elem.
2 Robberson Elem.
3 Rountree Elem.
2 Shady Dell Elem.
2 Sherwood Elem.
1 Study Jr. High & Elem.
2 Sunshine Elem.
3 Tefft Elem.
3 Watkins Elem.
2 Weaver Elem.
3 Weller Elem.
2 Westport Elem.
2 York Elem.

UNIVERSITY CITY
1 Delmar Harvard Elem.

## Nebraska

LINCOLN
5 Bancroft
5 Belmont
5 Bethany
1 Brownell
4 Bryan
4 Calvert
5 Capitol
2 C. Culler Jr. High
5 Clinton
1 Dawes
5 Eastridge
5 Elliott
5 Everett Jr. High
2 Garfield Elem.
1 Gen. Arnold Elem.
5 Hartley
5 Havelock
5 Hawthorne
3 Hayward
2 H. Hyatt Elem.
5 Holmes
4 Lakeview
1 Lincoln High
2 Lincoln Northeast
3 Lincoln Southeast High
1 Meadow Lane
3 M. Beattie
3 M. Lefler
4 Norwood Park
4 Irving Jr. High
5 Huntington
5 Park
4 Pershing
5 Prescott
5 Randolph
5 Riley
2 Sacred Heart
5 Sheridan
1 W. Lincoln
5 Whittier Jr. High
2 Willard

## Nevada

RENO
5 Peavine Elem.

## New Jersey

BEDMINSTER
1 Bedminster Twp. Elem.

BLOOMSBURY
2 W. Glen

BOGATA
1 No. 2

CAMDEN
*12 Camden City Pub.

CLIFTON
2 No. 6
5 No. 5

COYTESVILLE
1 Pub. No. 3

DUMONT
1 Grant

EDISON
5 Bonhamtown

ELIZABETH
5 Elmora
2 N. M. Butler No. 23

FAIRVIEW
3 No. 2

FORDS
4 Sand Hills

FRANKLIN LAKES
2 Franklin Lakes No. 1

GARWOOD
2 Franklin
2 Lincoln
2 Washington

HADDON HGTS.
4 Glenview
4 Haddon Hgts. High
4 Haddon Hgts. Jr. High
4 Kings Highway
4 Seventh Ave.

HASBROUCK HGTS.
3 Euclid

HIGHLAND PARK
3 Hamilton

HILLSDALE
2 G. G. White

KEARNY
1 Emerson
1 Roosevelt

LEANICK
3 Lowell

LINDEN
2 Highland Ave. No. 10
3 Soehl Jr. High
7 No. 2
5 Linden No. 3
2 No. 4
5 No. 6
6 No. 7
5 No. 8
3 No. 9

LITTLE SILVER
4 Little Silver Pub.

LIVINGSTON
5 Hillside

LODI
2 Wilson

LYNDHURST
1 Washington

MARLTON
1 F. V. Evans Elem.

MOUNTAINSIDE
1 Beechwood
5 Deerfield
5 Echobrook

NEW MARKET
9 New Market

N. ARLINGTON
5 F. D. Roosevelt
5 Washington

PALMYRA
3 Charles St.

PENNSAUKEN
5 Collins Tract

PRINCETON
5 Valley Road

RAHWAY
6 Columbian
4 Franklin
4 G. Cleveland
4 Lincoln
4 Madison
3 Rahway High
4 Roosevelt
4 St. Marge
5 Washington

RAMSEY
1 M. A. Hubbard
3 Ramsey Elem. No. 1
1 W. D. Tisdale

RIDGEFIELD
4 Ridgefield No. 3
1 Shafer Elem.

RIVER EDGE
1 H. M. Davis
2 Roosevelt

ROSELLE PARK
5 Aldene
2 Jr. School
4 R. Gordon
3 Sherman

SADDLE BROOK
3 Cambridge

SPRINGFIELD
4 E. V. Walton
4 F. M. Gaudineer
4 I. Caldwell
3 J. Dayton Regional High
4 R. Chisholm

TRENTON
4 Parkway—Ewing Twp.

UNION
3 Battle Hill
1 Burnet Jr. High
3 Franklin
2 Livingston

WASHINGTON
5 Washington

WENONAH
3 Wenonah Pub.

W. ENGLEWOOD
2 W. Irving No. 2

WESTFIELD
4 B. Franklin
4 Columbus
4 Elm St.
4 Grant
4 Jefferson
4 Lincoln
4 McKinley
4 Roosevelt Jr. High
2 T. A. Edison Jr. High
4 Washington
4 W. Wilson

WESTVILLE GROVE
4 Westville Grove

## New Mexico

CARLSBAD
5 Carlsbad Sr. High
*11 Carver
*11 Craft
5 Dr. L. H. Pate
*11 Eddy
*11 Edison Elem.
*11 Eisenhower Jr. High
*11 Hillcrest Elem.
9 J. S. Smith
7 Malaga Elem.
6 Monterrey Elem.
8 Otis
4 Puckett
4 Riverside Elem.
*11 Roosevelt Elem.
8 Sunset Elem.

CLOVIS
2 R. E. Marshall Jr. High

LAS CRUCES
5 MacArthur Elem.

## New York

ADDISON
5 Addison Central

ALBANY
4 Public No. 19
2 W. S. Hackett Jr. High

BEAVER DAMS
3 Beaver Valley Elem.

BLACK RIVER
4 Black River Branch—Carthage Central

BUFFALO
2 Fosdick-Masten Vocat. High
2 H. C. Tech. High
2 Lafayette High
*12 McKinley Vocat. High
3 Riverside High
3 Sch. No. 1
2 Sch. No. 2
3 Sch. No. 3
2 Sch. No. 6
1 Sch. No. 8
2 Sch. No. 9
1 Sch. No. 11
1 Sch. No. 12
2 Sch. No. 15
2 Sch. No. 18
2 Sch. No. 19
1 Sch. No. 21
2 Sch. No. 22
2 Sch. No. 23
3 Sch. No. 24
2 Sch. No. 27
3 Sch. No. 28
2 Sch. No. 32
2 Sch. No. 33
2 Sch. No. 36
1 Sch. No. 38
3 Sch. No. 39
1 Sch. No. 40
3 Sch. No. 41
3 Sch. No. 42
3 Sch. No. 43
3 Sch. No. 50
2 Sch. No. 51
3 Sch. No. 52
3 Sch. No. 53
1 Sch. No. 54
3 Sch. No. 56
3 Sch. No. 57
2 Sch. No. 58
2 Sch. No. 59
3 Sch. No. 60
2 Sch. No. 61
2 Sch. No. 62
2 Sch. No. 63
1 Sch. No. 64
1 Sch. No. 65
2 Sch. No. 66
2 Sch. No. 67
3 Sch. No. 69
2 Sch. No. 70
2 Sch. No. 71
1 Sch. No. 72
1 Sch. No. 73
1 Sch. No. 75
2 Sch. No. 77
3 Sch. No. 78
1 Sch. No. 80
1 Sch. No. 81
1 Sch. No. 86
3 Sch. No. 87
1 Sch. No. 88
2 Seneca Vocat. High
2 S. Park High

CARTHAGE
4 Carthage Elem.

CORNING
3 Caton Elem.
2 E. Corning
*11 F. Carder Elem.
3 K. W. Phillips Elem.
7 Northside Gregg Gram.
5 S. Corning
*11 W. E. Severn
3 Winfield St. Elem.

DEFERIET
1 Deferiet Branch Carthage Central

EAST MEADOW
1 Parkway

EGGERTSVILLE
5 Windermere Blvd. Elem.
FELTS MILLS
4 Felts Mills Branch Carthage Central
FLORAL PARK
*10 Sewanhaka High
FREDONIA
3 Campus
GREAT BEND
1 Great Bend Branch Carthage Central
HERRINGS
1 Herrings Branch Carthage Central
HUNTINGTON
3 Silas Wood
LARCHMONT
*16 Chatsworth Ave.
MAMARONECK
3 Mamaroneck Ave.
9 Mamaroneck Central
7 Mamaroneck Jr. High
MARATHON
6 Marathon Central
MOUNT VERNON
3 Lincoln Elem.
3 M. S. Graham
NASSAU
5 Nassau
OSWEGO
2 Campus
PAINTED POST
2 C. U. Smith
3 Erwin Valley
2 F. F. Pierce
3 Lindley-Presho
3 Painted Post
ROCHESTER
*11 Brighton Schs., Dist. 1
1 St. Ambrose
1 St. Andrew
ROME
7 Central N. Y. Sch. for the Deaf
ST. JOHNSVILLE
8 St. Johnsville Central
SYRACUSE
3 A. S. Huntington
3 Bellevue Hgts.
3 Blodgett Vocat. High
3 Brighton Elem.
3 Central Tech. High
3 C. Andrews
3 Cleveland
3 Clinton
3 Croton
3 Danforth
3 Delaware
3 Eastwood High
3 E. Smith
3 Elmwood
3 Franklin
3 Frazer
3 Garfield
3 G. Washington
3 Grant Jr. High
3 Jefferson
3 J. T. Roberts
3 Lincoln Jr. High
3 Madison
3 McKinley
3 Merrick
3 Nichols
3 North High
3 Onondaga Valley Acad.
3 Percy M. Hughes
3 Pere Le Moyne Elem.
3 Porter Jr. High
3 Prescott
3 Salem Hyde
3 Salina
3 Seymour
3 Sumner
3 T. A. Levy Jr. High
3 Taft
3 T. Roosevelt Jr. High
3 T. W. Meachem
3 Van Duyn
3 W. Irving
3 Webster
3 W. Nottingham High
WATERTOWN
1 Acad. St.
2 Arsenal St.
2 Boon St.
2 Cooper
1 Knickerbocker
1 Lansing
1 Massey
1 Meade
1 Ohio
2 Sherman
2 Starbuck
2 State St.

## North Carolina

ALBEMARLE
2 Central Elem.
ASHEVILLE
2 A. C. Reynolds High
1 Nowton Elem.
2 Woodfin Elem.
BISCOE
1 Biscoe
RUFFIN
1 Happy Home
BURLINGTON
1 Forest Hill
1 Grove Park Elem.
2 Hillcrest
CHARLOTTE
1 Ashley Park Elem.
4 Cotswold
2 Hoskins
2 Merry Oaks
2 Oakhurst
1 O'Donoghue
1 Pinewood
1 Sedgefield Elem.
DURHAM
1 Lakewood
FAYETTEVILLE
*10 Massey Hill High
GREENSBORO
1 A. D. Murphey
1 C. B. Hycock
1 Irving Park
HICKORY
1 Brookford Elem.
1 Grandview Jr. High
1 Sweetwater Elem.
JAMESTOWN
1 Jamestown Elem.
1 L. Ragsdale High
KINGS MOUNTAIN
1 N. Elem.
KINSTON
2 Teacher's Memorial
LEMON SPRINGS
5 Greenwood
LINCOLNTON
1 Park Elem.
MARION
1 Marion Elem.
MT. GILEAD
2 Highland
NEW BERN
2 Croatan
1 Trent Park Elem.
RALEIGH
1 F. A. Olds
1 H. Morson Jr. High
2 J. Daniels Jr. High
2 Sherwood-Bates
ROCKY MOUNT
1 Bassett
SALISBURY
4 A. T. Allen
1 C. H. Wiley
1 Ellis
1 J. S. Henderson
SANFORD
5 Lee Elem.
5 New Hope
SHELLY
1 Jefferson
STATESVILLE
3 Mulberry St.
SUNBURY
1 Sunbury High
TROY
1 Troy High
WEBSTER
2 Webster
WILMINGTON
2 Lake Forest Jr. High
1 Sunset Park Elem.
WINSTON-SALEM
1 S. Park

## North Dakota

JAMESTOWN
6 Jamestown High

## Ohio

AKRON
1 Allen Elem.
3 A. T. Case
6 B. Jane
3 East High
7 Forest Hill
2 Fraunfelter Elem.
5 G. Barber
3 Goodrich Jr. High
3 Harris
8 Hotchkiss
7 Lane
3 Leggett
1 Lincoln
3 Margaret Park
5 Mason
3 McEbright
3 O. C. Hatton
5 Portage Path
2 Rankin
1 Rimer
7 Ritzman
1 Robinson
3 St. Hedwig
2 St. Peter
3 Schumacher
7 Seiberling
1 Smith
5 Thomastown
4 West Jr. High
BARBERTON
2 Decker Elem.
2 Oakdale
3 St. Augustine
2 Santrock Elem.
BOARDMAN
1 Boardman Sr. & Jr. High
2 St. Charles
1 Market St. Elem.
1 Robinson Lane
1 Stadium Drive Elem.
1 West Blvd. Elem.
CAMPBELL
2 Gordon
2 McCartney
2 Memorial High
2 Penhale
2 Reed Ave.
2 St. John the Baptist (P)
3 St. John the Baptist (S)
CINCINNATI
2 Cheviot
1 Hartwell
3 Holy Cross
1 Hughes High
2 J. Kilgour
1 Oakley
2 Our Lady of Angels High
3 Pleasant Ridge
2 R. A. Taft
2 Roselawn
1 St. William
1 Swifton Primary
1 Westwood
1 Withrow High
2 Woodward High
CLEVELAND
3 Longwood Elem.
3 St. Aloysius
3 St. Mel
3 St. Stanislaus
1 Southlyn Elem.
COLLEGE HILL
1 Clovernook Elem.
CUYAHOGA FALLS
1 Broad St.
1 Crawford
1 Edward Rowland Sill
1 Elizabeth Price Elem.
1 Grant
2 H. A. Preston
2 Lincoln
1 W. H. Richardson
DAYTON
2 Hickorydale
2 Kemp
3 Lewton
EUCLID
6 B. Franklin Elem.
6 Euclid Central Jr. High
6 Euclid Sr. High
3 Glenbrook Elem.
1 Indian Hills Elem.
5 Lincoln Elem.
4 Memorial Park Elem.
7 Noble
6 Roosevelt
3 R. H. Erwine Elem.
5 Shore Jr. High
6 T. Jefferson Elem.
5 Upson
3 Wells Elem.
FAIRVIEW PARK
3 Coffinberry
FRANKLIN
1 Blue Ball
GIRARD
3 St. Rose
HAMILTON
6 Adams Elem.
9 Buchanan Elem.
1 Cleveland Elem.
*11 Fillmore
*14 Garfield Sr. High
3 G. Washington
5 Grant
1 Harding Jr. High
*10 Harrison Elem.
1 Hayes Elem.
6 Jackson
4 Jefferson Elem.
3 McKinley
*11 Madison Elem.
1 Monroe
*11 Pierce
1 Roosevelt Jr. High
5 St. Joseph
2 St. Mary
1 St. Stephen
2 St. Veronica
*11 Taylor Elem.
4 Van Buren
1 Wilson Jr. High
KENT
9 Kent State Univ.
KETTERING
2 Beavertown Elem.
2 Dorothy Lane
1 G. L. Ernst
2 Greenmont
3 Meadow Lawn
2 Oakview Elem.
2 Orchard Park
1 Rolling Fields
2 R. E. Miller
3 Southdale
2 Southern Hills
LAKEWOOD
1 Emerson Jr. High
3 Franklin Elem.
1 Garfield Elem.
2 Grant Elem.
1 Harding Jr. High
1 Harrison Elem.
1 Hayes Elem.
1 H. Mann Jr. High
*12 Lakewood High
1 Lakewood Lutheran
1 Lakewood Seventh Day Adventist
4 Lincoln Elem.
5 Madison Elem.
4 McKinley Elem.
1 Roosevelt Elem.
1 St. Clement
1 St. Edward High
1 St. Hedwig
3 St. James
1 St. Luke
1 Taft Elem.
LIMA
2 Edison Elem.
1 St. John's
LYNDHURST
1 Richmond
MAPLE HEIGHTS
1 Stafford
MASSILLON
2 St. Barbara
MIDDLETOWN
1 Amanda Elem.
7 Central Elem.
1 Garfield Elem.
5 Holy Trinity
7 Jefferson
7 Lincoln Elem.
4 Maple Park
1 Mayfield
1 McKinley Jr. High
1 Middletown High
5 Oneida
1 Roosevelt Jr. High
3 Sherman Elem.
3 Spring Hill
1 T. A. Edison
1 Wildwood Elem.
7 W. H. Taft
7 W. Wilson Elem.
MONROE
1 Lemon-Monroe High
3 Monroe Elem.
PARMA
4 Renwood Elem.
4 Ridge-Brook Elem.
3 St. Josaphat
POLAND
2 Byzantine Catholic Central
2 Holy Family
3 Our Lady of Perpetual Help

SOUTH EUCLID
1 J. E. Rowland
STRUTHERS
2 Center St.
2 Fifth St.
2 Highland Ave.
2 Lyon Plat
1 Manor Ave.
3 St. Nicholas
2 Sexton St.
TOLEDO
1 Bancroft Hills
2 Beverly
1 Birmingham
3 Chase
1 Cherry
1 Deveaux
1 East Side Central
1 Elmhurst
1 Franklin
5 Fulton
1 Garfield
1 Glanzman
5 Glenwood
3 Gunckel
1 Hamilton
5 Heather Downs
4 Jessica Marshall
1 Kleis
3 LaGrange
1 Larchmont
5 Lincoln
5 Longfellow
4 McKinley
1 Mayfair
2 Monroe
3 Nathan Hale
1 Navarre
4 Oakdale
5 Old Orchard
2 Ottawa River
1 Patterson
5 Pickett
4 Point Place
1 Riverside
4 Sacred Heart
5 St. Agnes
1 St. Angela Merici Hall
1 St. Anthony
1 St. Catherine
3 St. Francis De Sales
5 St. Hedwig
1 St. Michael
5 St. Pius X
1 St. Stanislaus
5 St. Teresa
1 Sherman
4 Spring
2 Stickney
5 Walbridge
4 Warren
4 Washington
5 Westfield
5 Whittier
WAPOKONETA
3 Centennial
WARREN
2 Christ Our King
YOUNGSTOWN
5 Adams
5 Bancroft Elem.
3 Bennett
3 Butler
3 Cardinal Mooney High
5 Chaney High
5 Cleveland Elem.
5 Coitsville Center
5 Covington
5 East High
5 Elm
5 Garfield
5 Harding
2 Harrison
3 Hayes Jr. High
5 Holy Name
5 Immaculate Conception
1 Immaculate Heart of Mary
5 Jackson Elem.
5 J. Hillman Jr. High
5 Jefferson
3 J. White
5 Kirkmere
5 Lincoln
5 Madison
5 McKinley
3 Monroe Elem.
5 North High
1 P. C. Bunn
3 Princeton Jr. High
5 The Raven
4 Roosevelt
3 Sacred Heart
5 St. Ann
5 St. Brendan
5 St. Casimir
5 St. Christine
5 St. Columba Cathedral
5 St. Dominic
5 St. Edward Elem.
3 St. Elizabeth
5 St. Joseph
5 St. Matthias
5 St. Patrick's
5 St. Stanislaus
5 Sts. Cyril and Methodius
2 Sts. Peter and Paul
3 Science Hill Elem.
5 Sheridan Elem.
5 South High
5 Stambaugh
5 Taft
4 Thorn Hill
5 Tod
5 U. S. Grant
5 Ursuline High
3 Warren Richey
5 Washington
5 West Elem.
2 West Jr. High
5 Williamson Elem.
5 W. Wilson High

## Oklahoma

LAWTON
3 B. C. Swinney
5 Garfield
OKLAHOMA CITY
8 Andrew Johnson
6 Belle Isle
*10 Britton
2 C. Coolidge Elem.
9 Capitol Hill Jr. High
3 Capitol Hill Sr.
5 Carver Elem.
5 C. A. Arthur
3 Classen
7 Columbus
2 Creston Hills
8 Culbertson
3 Douglass High
6 Edgemere
2 Edison
5 E. Field
1 Foster Elem.
9 F. Kaiser Elem.
3 F. Pierce
3 Garden Oaks
7 Gatewood
3 Harmony
3 Hawthorne
1 Hillcrest Elem.
1 H. Mann
7 I. A. Garfield
3 I. Monroe Elem.
5 I. Davis
4 J. Marshall High
4 I. Tyler
2 Lafayette
6 Lee
7 Lincoln
8 Linwood
5 Longfellow
5 L. Burbank
4 Madison
3 M. Twain
8 M. Van Buren
7 Mayfair Elem.
6 M. Fillmore
3 Polk
3 Rancho Village
4 Ridgeview
3 Riverside
7 Rockwood
2 Ross
2 Shidler
1 Shields Hgts.
1 Southeast High
2 Stand Watie
1 Star-Spencer High
1 Truman
4 U. S. Grant
3 Washington
7 W. Nichols Hills
1 Westwood
4 Wheeler
4 Willard Elem.
7 W. H. Harrison
6 W. J. Bryan
4 W. McKinley Elem.
2 W. Wilson
8 Z. Taylor
TULSA
5 Alcott Elem.
4 A. G. Bell Jr. High
5 Barnard
3 A. Jackson
4 B. T. Washington
5 Bryant
5 Burbank
2 Carnegie
5 C. Clinton Elem.
4 C. S. Johnson
5 C. W. Eliot
5 Cherokee Elem. & Jr. High
3 Chouteau
4 Clinton Jr. High
5 D. Webster High
5 Dunbar
4 Edison
2 Eisenhower
4 Emerson
4 E. Field
3 Franklin
2 F. Douglass
4 G. Washington
3 G. W. Carver Jr. High
5 G. Cleveland
3 Hamilton
5 Hawthorne
3 H. Hoover
4 H. Mann Jr. High
4 Irving
5 J. Addams
4 Jefferson
4 J. Burroughs
4 J. Marshall Elem.
5 J. Ross Elem.
5 Kendall
4 Lee Elem.
2 Lilah Lindsey Elem.
4 Lincoln Elem.
5 Lindbergh Elem.
3 Lombard Elem.
4 Longfellow
4 Lowell Elem.
4 Lowell Jr. High
3 MacArthur Elem.
1 McBirney Elem.
4 McClure
5 McKinley Elem.
3 Madison Jr. High
1 M. Anderson Jr. High
4 M. Twain
2 Monroe Jr. High
3 Morse
1 N. Hale
4 O. Wendell Holmes
5 Osage Elem.
3 Tulsa City Public
4 P. Henry Elem.
5 Pershing
1 Porter Elem.
5 R. I. Bunche
1 R. S. McLain High
4 Revere
3 Riley Elem.
4 Riverview Elem.
4 R. L. Owen
4 Robertson
4 Roosevelt Jr. High
5 S. Houston Elem.
5 Sequoyah Elem.
5 S. Lanier
5 S. Haven Elem.
4 Springdale Elem.
4 Central High
1 Waite Phillips Elem.
1 Whitney Jr. High
4 Whittier Elem.
1 Wiley Post Elem.
3 W. Rogers High
1 W. H. Taft Elem.
5 W. Penn
4 W. Wilson Jr. High
1 Wright Jr. High

## Oregon

CENTRAL POINT
1 H. P. Jewett Elem.
EUGENE
3 L. Patterson
3 Willagillespie Elem.
GOSHEN
5 Goshen Elem.
JACKSONVILLE
1 Jacksonville Elem.
1 Ruch Elem.
LEABURG
4 Leaburg
MEDFORD
1 Griffin Creek Elem.
5 Hedrick Jr. High
2 Hoover Elem.
1 Howard Elem.
*10 Jackson
5 Jefferson
*10 Lincoln Elem.
1 Lone Pine Elem.
4 Oak Grove Grade
*10 Roosevelt
*10 Washington Elem.
4 W. Side Elem.
2 Wilson Elem.
MILWAUKIE
1 Lot Whitcomb
MOHAWK
3 Mohawk Elem.
PORTLAND
1 Battin
2 Gregory Hgts.
1 Lynch Dist. No. 28
SPRINGFIELD
4 Brattain Elem.
3 Camp Creek Elem.
3 E. Page Elem.
1 Hamlin Jr. High
4 Maple Elem.
3 Mill St. Elem.
4 Moffitt
3 Mt. Vernon Elem.
2 Springfield High
4 Thurston Elem.
3 Walterville

## Pennsylvania

ABINGTON
4 Highland Elem.
5 Roslyn Elem.
ALIQUIPPA
5 Five Points Elem.
3 Highland Elem.
1 Johnson St.
3 Jones
ALLENPORT
3 Allenport
ALLENTOWN
1 Franklin
3 Garber-Horne Elem.
1 Garfield Elem.
3 H. W. Dodd
3 Jefferson
3 Moser Elem.
5 Muhlenberg
3 Sheridan
1 Stevens Elem.
ALLISON PARK
1 Hampton Twp. Central Elem.
1 Hampton Twp. Jr.-Sr. High
1 New Wyland Elem.
1 Old Wyland Elem.
BATH
2 Moore Twp. Con.
BETHLEHEM
4 Broughal Jr. High
3 Buchanan
5 Calypso
5 Central
1 Clearview
5 Donegan
3 Edgeboro
4 Fairview
3 G. Wolf
3 Hamilton
3 Higbee
4 Jefferson
4 Lafayette
4 Lincoln
4 Lindbergh
4 Madison
4 Monocacy
5 Nitschmann Jr. High
4 Packer
4 Penn
5 Rosemont
1 Spring Garden
2 Washington Jr. High
BIRDSBORO
4 Bloomsburg Memorial Elem.
BUTLER
1 Summit Twp. Elem.
CLEARFIELD
4 Hillsdale
CORRY
4 Wright
DALLAS
3 Dallas Elem.
DELTA
2 Delta-Peach Bottom
DUNMORE
3 E. Field
2 Franklin
EAST STROUDSBURG
8 Campus Lab.

1 N. Courtland St. Elem.

EASTON
2 Asa Packer
3 Avona
3 Centennial
4 Cottingham
2 Easton High
4 F. A. March
4 Forks Con.
4 Franklin
5 Gov. George Wolf Jr. High
6 Palmer Twp. Con.
4 Porter Elem.
3 Taylor
4 Vanderveer
4 Webster Elem.
5 Wilson Borough High

ELKINS PARK
2 McKinley Elem.

ERIE
*11 Acad. High
4 Asbury
6 Burns
7 Burton Elem.
9 Columbus Elem.
6 Edison
*11 Emerson Elem.
*10 Erie Tech. Memorial High
7 Garfield
7 Glenwood Elem.
6 Gridley Jr. High
6 Grover Cleveland
8 Hamilton Elem.
7 Harding
2 Holy Family
2 Holy Rosary
7 Irving Elem.
6 Jefferson Elem.
2 JoAnna Connell
6 J. C. Diehl Elem.
7 Jones
8 Lincoln
6 Longfellow
7 Marshall
7 McKinley Elem.
4 Memorial Jr. High
5 Montclair
2 Mount Calvary
*10 Penn Elem.
*10 Perry
7 Roosevelt Jr. High
2 St. Andrew
2 St. John
2 St. Joseph
2 St. Luke
2 St. Patrick
2 St. Peter
*11 Strong Vincent High
8 Washington
9 Wayne Elem.
7 Wilson Jr. High

FORD CITY
2 Bethel Twp. Elem.

FRANKLIN
1 Fourth St.
1 Fourteenth St.
1 Ninth St.
1 Third Ward

GIBSONIA
1 Paff

GIRARD
2 Rice Ave. Union High

GLENSIDE
3 Glenside Welson Elem.

GRANTVILLE
4 East Hanover Elem.

GREENSBURG
3 Harrold Jr. High

GROVE CITY
3 Central
2 Lincoln
1 Washington

HANOVER
2 Clearview Elem.
3 Conewago Twp. Elem.
3 Hanover St. Elem.
2 Penn St.

HARRISBURG
4 E. H. Phillips Hainlyn Elem.
2 N. Side Elem.

HAZLETON
3 St. Gabriel
2 St. John's

JOHNSTOWN
3 Bheam
2 Chandler
3 Chestnut Elem.
1 Cochran Jr. High
2 Coopersdale
3 Dibert Elem.
1 Garfield Jr. High
3 Horner St. Elem.
3 Hudson
1 Johnstown Central High
3 Maple Park
3 Meadowvale
3 Oakhurst
3 Oakland
3 Osborne
3 Park Ave.
3 Riverside
3 Roxbury
3 St. Rochus
2 Sheridan Elem.
3 Somerset St.
3 St. John Gualbert Co-Cathedral
2 Tanneryville
3 Union
3 Village St.
3 Washington
3 Woodvale

KITTANNING
3 Pine Hill

LAMAR
3 Porter Twp. Elem.

LAMPETER
2 Lampeter-Strasburg High

LANSDALE
5 York Ave. & Oak Park Elem.

LEBANON
2 Garfield

LOCK HAVEN
2 Lincoln

MEDIA
1 Rose Tree

NEW CASTLE
1 Rose Ave.

NEW KENSINGTON
3 Edgewood

NORTH HILLS
4 North Hills

OIL CITY
3 Hasson Hgts.

ORELAND
5 Enfield Elem.

PHILADELPHIA
5 A. D. Bache
5 A. S. Jenks
6 A. Adaire
6 A. Wilson
2 A. Henry
6 A. K. McClure
6 A. J. Morrison
6 A. Jackson
5 A. B. Day
5 A. Wayne
5 Audenried Jr. High
5 Barratt Jr. High
3 B. Taylor
7 B. Crispin
6 B. Franklin Elem.
7 Blankenburg
7 Bridesburg
6 Carroll
2 C. E. Bartlett Jr. High
2 C. W. Henry
6 City Center
2 Clara Barton
7 Cleveland
2 David B. Birnex
1 Delaplaine McDaniel
1 Douglass-Singerly
7 J. F. McCloskey
4 Drew-Kendrick
1 E. Kent Lane
5 East Falls
6 E. A. Poe
6 E. C. Emlen
6 E. M. Stanton
4 E. Gideon
7 E. H. Fitler
4 E. M. Paxson
3 Ellwood
2 E. Allen
6 F. A. Bregy
6 Fairhill
1 Feltonville
6 Ferguson
7 Finletter
6 FitzSimons Jr. High
6 Fox Chase
2 Frances E. Willard
1 Francis Hopkinson
6 F. Smedley
1 Furness Jr. High
3 G. W. Childs
4 Gen. J. F. Reynolds
6 Gen. G. A. McCall Elem.
3 G. Brooks
6 G. Chandler
6 G. Sharswood
6 G. Spruance
1 G. Washington
1 G. Washington Carver Elem.
4 G. S. Benson Elem.
6 H. J. Widener Pub.
5 Harrington
7 Henry Armitt Brown Pub.
2 Henry R. Edmunds
2 H. W. Lawton
2 Heston
7 H. B. Hackett
1 G. L. Horn
6 I. A. Sheppard
6 J. H. Moore
5 J. Alcorn Elem.
7 J. G. Blaine
5 J. L. Claghorn
5 J. R. Ludlow
5 J. Rhoads
2 J. Cooke Jr. High
4 J. Cook
6 J. B. Stetson Jr. High
4 J. Bartram High
5 J. G. Whittier Pub.
5 J. H. Webster
6 J. Hancock
5 J. L. Kinsey
*15 J. M. Patterson
2 J. Marshall Elem.
2 J. Martin
3 J. Story Jenks
1 J. Wanamaker Jr. High
6 J. Walsh Pub.
1 J. Wister Elem.
7 J. Leidy
7 J. Pennell Elem.
6 J. W. Catharine
4 Julia Ward Home
2 Gen. P. Kearny
3 Kenderton Elem.
6 Kennedy Crossan
1 Landreth Elem.
2 L. W. Waring
6 Lawndale
2 Lehigh
7 L. C. Cassidy
3 Logan
7 Longfellow
4 Lowell
4 L. Darrah
7 M. H. Stanton
3 Mastbaum Vocat. Tech. High
1 Martha Washington Elem.
1 Mary C. Wister
4 Mayfair
7 McIntyre Elem.
6 Gen. G. G. Meade
5 M. E. Leeds Jr. High
6 McMichael
4 M. Dobbins Vocat. Tech.
7 Northeast Village
6 O. W. Holmes
4 Olney Elem.
4 Overbrook Elem.
7 P. L. Dunbar
6 Penn Treaty Jr. High
3 P. H. Sheridan
4 Pratt-Arnold
7 R. S. Walton
2 R. L. Wright
6 Richmond
7 R. E. Lamberton
6 R. Fulton
5 R. Morris
6 Roxborough High
4 R. H. Conwell
6 S. B. Huey
3 S. Gompers
6 S. S. Fels Jr. High
3 S. W. Pennypacker
5 Sartain
2 Shaw Jr. High
1 Shoemaker Jr. High
3 Solis-Cohen
7 Southwark
4 Spring Garden
7 S. A. Douglas Elem.
3 Sullivan
4 Sulzberger Jr. High
7 W. C. Bryant
2 W. S. Peirce
3 W. G. Smith
3 W. G. Harding Jr. High
3 W. Comly
6 W. B. Hanna
4 W. B. Mann
7 W. C. Longstreth Pub.
1 W. Cramp
5 W. Dick
2 W. F. Miller
2 W. H. Ziegler
6 W. H. Harrison
6 W. Hunter
2 W. Rowen
2 W. L. Sayre Jr. High
7 W. S. Stokley Elem.
6 W. T. Tilden Jr. High
4 Wissahickon
6 W. Wilson Jr. High

PITTSBURGH
6 Allegheny High
6 Allegheny Vocat. High
6 Allen Elem.
6 Arsenal Elem.
3 Arsenal Girls' Vocat. High
1 Aspinwall Elem.
2 Bane
4 Banksville
5 Baxter Elem.
6 Beechwood Elem.
6 Belmar
6 Beltzhoover
4 Boggs Ave.
6 Brookline
6 Burgwin Elem.
6 A. M. Carmalt
3 Chatham
6 Clayton
6 Colfax
6 Columbus
6 Concord
5 Connelley Vocat. High
6 Crescent Elem.
6 D. Webster
6 Dilworth
1 E. Carnegie
6 E. Park Elem.
6 East St.
2 Fairview Elem.
3 Fairywood
2 Fifth Ave. High
6 Fineview
6 Forbes
5 Fort Pitt
6 Friendship
6 Fulton
6 Gladstone Elem.-Jr. High
6 Freenfield Elem.-Jr. High
1 H. B. Davis
3 Halls Grove
4 Hays Elem.
6 H. Hill Jr. High
6 Holmes
6 H. C. Frick
2 Homewood
6 H. Mann
4 I. E. Rogers
3 J. Minadeo
6 J. Morrow
4 Johnston Elem.
6 Knoxville Elem.
6 Larimer
6 Lemington
6 Letsche
6 Liberty
3 Lincoln
6 Linden
2 Madison Elem.
1 Manchester
6 M. I. Cowley
3 McCleary Elem.
2 McNaughter
4 Mifflin Elem.-Jr. High
4 Miller Elem.
6 Morningside
6 Morse
3 Oakwood
3 Oliver High
2 Osceola
6 Overbrook Elem.
2 Park Place
5 P. Murray Elem.
2 Phillips
6 Prospect Elem.
1 Quentin Roosevelt
6 Regent Square
4 R. L. Vann
1 Schaeffer
6 Schiller
1 Schenley High
6 Sheraden Elem.
6 South High
6 South Vocat. High
6 Spring Garden
5 Spring Hill
6 Spring Lane

6 Sterrett
6 Sunnyside
2 Swisshelm
3 T. Stevens Elem.
6 Troy Hill Elem.
5 Turner
3 Washington Vocat. High
3 Westinghouse Jr.-Sr. High
6 West Liberty
1 Westwood
6 W. H. McKelvy
6 Whittier
1 Wightman
5 Woods Run
3 Woolslair

QUAKERTOWN
3 Quakertown Community Jr. High

QUINCY
3 Winter

ROCHESTER
4 Adams St.

SCRANTON
2 A. Lincoln No. 14
4 A. Hamilton No. 19
3 Bancroft No. 34
2 B. Rush
5 C. Sumner No. 18
1 F. S. Key
4 J. Madison
4 J. J. Audubon
3 Nativity of Our Lord
2 P. Henry No. 23
2 Scranton Hebrew High Day
2 S. Girard
2 T. Jefferson
2 U. S. Grant No. 21
2 William Penn

SENECA
1 Seneca Elem.

SHENANDOAH
2 W. Mahanoy Twp.

SHIPENBURG
3 J. W. Kline

SINKING SPRINGS
3 Lower Heidelberg

TRUCKSVILLE
3 Trucksville Elem.

UNIONTOWN
1 Menallen Elem.

VALENCIA
3 Middlesex

VINTONDALE
2 Vintondale Elem.
2 Wehrum

WEST HAZLETON
2 W. Hazleton Jr.-Sr. High

WILKINSBURG
5 Semple

WILLIAMSPORT
2 T. Jefferson

WILLOW GROVE
1 Park Elem.

WINDSOR
3 Windsor Borough

YORK
1 A. W. Ferguson
3 A. D. Goode
4 Franklin Elem.
1 Hartley Elem.
1 Jackson Elem.
4 J. L. Devers
2 Jefferson
5 Madison
1 McKinley
1 Noell
1 Phineas Davis Jr. High
1 Edgar Fahs Smith Jr. High
5 Stevens Elem.
3 T. Roosevelt
3 W. Penn Sr. High
4 Wilson Elem.

## Rhode Island

PROVIDENCE
3 Oxford St.

## South Carolina

COLUMBIA
1 Belvedere Elem.
4 Satchel Ford Road

NORTH CHARLESTON
4 N. Charleston High

## South Dakota

BERESFORD
1 Beresford City

HOT SPRINGS
2 Hot Springs Lower Elem.

HURON
2 Jefferson Elem.
3 McKinley
2 Washington Grade

SIOUX FALLS
3 Axtell Park Jr. High
5 Bancroft
3 Bryant
3 Cathedral Grade
3 Christ the King
3 Cleveland Elem.
3 Edison Jr. High
5 Emerson
5 E. Field
5 Franklin
2 Garfield
5 General Beadle
5 Hawthorne Elem.
5 H. Mann
3 Irving
3 J. Addams
5 Jefferson
3 L. Wilder
5 Lincoln Elem.
3 Little Flower
5 Longfellow
5 Lowell Elem.
5 M. Twain
3 Riverside
3 St. Mary's
5 S. Sioux Falls
5 Washington Sr. High
2 Whittier Jr. High

## Tennessee

ANTIOCH
4 Mt. View

CHATTANOOGA
1 J. E. Smith
1 St. Jude's
2 White Oak Elem.

CLARKSVILLE
2 Moore Elem.

CUNNINGHAM
4 Montgomery Central

DONELSON
1 Holy Rosary Acad.

GOODLETTSVILLE
2 Goodlettsville

HERMITAGE
5 Dodson

JOHNSON CITY
2 A. W. Stratton
3 N. Side Elem.

KINGSPORT
9 A. Lincoln
*12 A. Jackson
2 A. Johnson
3 Bell Ridge
*11 Washington-Lee

KNOXVILLE
2 Brownlow
1 Chilhowee
4 Eastport Elem.
3 Flenniken
2 Ft. Sanders
9 Fulton High
3 Holy Ghost
2 Lockett Elem.
4 Mooreland Hgts.
1 Norwood Elem.
3 Oakwood
2 Perkins Elem.
3 Rocky Hill
4 Shannondale Elem.
1 Spring Hill
1 Stevchi
2 W. Hills Elem.

LENOIR CITY
3 Walnut St.

LOUDON
3 Loudon Elem.

MADISON
2 Chadwell Elem.
7 T. Stratton

MASCOT
4 Mascot

MEMPHIS
4 Dunbar Elem.
3 Guthrie
3 Holy Names
1 Holy Rosary
4 Lester Elem.
4 Melrose High
3 Prospect Elem.
1 St. John
1 St. Louis
1 St. Michael Gram.
4 Sharpe Elem.
1 Vollentine Elem.
2 Wells Station
2 Willow Oaks

MURFREESBORO
1 Crichlow Elem.
4 Middle Tenn. St. Col. Training

NASHVILLE
4 Berry Elem.
5 Bordeaux Elem.
6 Buena Vista
6 Caldwell
6 Carter-Lawrence
3 Clemons
3 Cockrill Elem.
4 Crieve Hall
5 Eakin
5 East Jr. High
4 Elliott Elem.
4 Glendale
4 H. A. Hill
*10 H. R. Cotton
2 H E A D
6 Inglewood
5 J. B. Whitsitt
4 Johnson Elem.
4 Jones Elem.
7 Lipscomb Elem.
6 McCann Elem.
4 McGavock Lane Elem.
4 Meigs
3 M. McKissack
6 Napier
6 Park Ave.
2 Pearl Elem.
5 Providence
5 Rosebank Elem.
5 Shwab Elem.
1 Stanford
3 Sylvan Park
6 Warner
5 Woodbine

OAK RIDGE
*15 Cedar Hill
*15 Elm Grove
6 Glenwood
*15 Highland View
*15 Jefferson Jr. High
*15 Pine Valley
6 Robertsville Jr. High
*15 Scarboro Elem.
*15 Willow Brook
*15 Woodland

OLD HICKORY
5 A. Jackson
9 Dupont Elem.
4 Stateland Elem.

POWELL
6 Powell Elem.

SOUTH PITTSBURG
3 S. Pittsburg Elem.

TULLAHOMA
1 West Jr. High

WHITES CREEK
4 A. Green Elem.

## Texas

AMARILLO
5 A. Landergin
4 Avondale
5 Coronado Elem.
6 Emerson Elem.
6 Forest Hill Elem.
5 Glenwood Elem.
6 Hilltop Elem.
3 H. Mann Jr. High
6 Humphrey's Highland
1 J. Bowie Jr. High
1 J. W. Fannin Jr. High
6 Lamar Elem.
4 Lawndale
6 L. Bivins
6 M. Wills Elem.
1 North Hgts. Elem.
2 Olson Park Elem.
4 Paramount Terr. Elem.
6 R. E. Lee Elem.
6 Sanborn
5 S. Lawn
6 Summit Elem.
6 Sunrise Elem.
5 Whittier Elem.
5 W. Rogers Elem.
1 W. B. Travis Jr. High
2 Wilson Elem.
6 Wolffin

ARLINGTON
1 Littles Elem.

DALLAS
2 Alamo
3 A. S. Johnston
3 A. Earhart
3 A. W. Blanton Elem.
4 Anson Jones
1 Arlington Park
3 A. Kramer
3 A. Silberstein
3 B. F. Darrell
3 B. H. Macon Elem.
3 B. Milam
3 Casa View
3 C. A. Gill
1 Charles Rice
3 Colonial Elem.
1 Crispers Attacks
3 D. D. Rogers
3 D. Crockett
5 D. G. Burnet
1 E. L. DeGolyer
3 E. J. Kiest
2 E. M. Pease
3 F. P. Caillet
3 G. P. Allen
3 G. B. Dealey
4 G. Peabody
3 G. W. Truett
2 G. W. Carver
2 H. S. Thompson
3 H. Budd
1 H. Stone
3 H. W. Longfellow
3 J. B. Bonham
3 J. Bowie Elem.
6 J. S. Hogg
3 J. W. Fannin
3 J. Davis
1 J. H. Reagan
3 J. Ireland
3 J. J. Pershing
2 J. N. Ervin
6 J. N. Bryan
3 J. Q. Adams
1 K. B. Polk
6 Lakewood
3 L. P. Cowart
5 L. Kirk Hall
6 Letot
3 L. Hooe Elem.
3 Maple Lawn Elem.
5 M. B. Henderson
3 M. Twain
3 N. W. Harllee
1 N. Hawthorne
3 P. Wheatley
4 P. Hollow Elem.
4 R. E. Lee
6 R. Q. Mills
3 Rosemont
3 R. C. Burleson
3 S. Lanier
3 S. F. Austin
1 S. C. Foster Elem.
3 Stevens Park
3 S. L. Williams
3 T. G. Terry Elem.
3 T. A. Edison
3 T. C. Hassell
6 T. W. Field Elem.
5 Urban Park
3 V. H. Hexter
3 W. W. Bushman
3 Walnut Hill
3 W. B. Carrell
3 W. B. Miller
2 W. B. Travis
1 W. L. Cabell
3 W. M. Anderson
6 Winnetka

DENTON
6 N. Texas Laboratory

EL PASO
4 Ascarate
3 Bel Air High
4 Cadwallader
2 Cedar Grove
4 Hacienda Hgts.
4 Loma Terrace
4 Marion Manor
4 North Loop
2 Parkland
4 Ramona
4 Ranchland Hills
2 Scotsdale
2 Southloop
4 Ysleta Elem.
4 Ysleta High

FORT WORTH
3 A. Hogg Elem.
5 A. F. McCoy
1 Birdville Elem.
5 Bonnie Brae Elem.
3 C. Peak Elem.
2 C. E. Nash

3 Circle Park Elem.
5 Como Elem.
*10 Crestwood Elem.
3 Diamond Hill Elem.
5 Dunbar Elem.
4 Dunbar Jr.-Sr. High
3 E. Van Zandt
2 Eastern Hills Elem.
5 G. E. Tandy Elem.
5 Glencrest Elem.
5 Glenview Elem.
3 Greenbriar Elem.
5 H. V. Helbing
5 Hubbard Hgts. Elem.
4 J. E. Guinn Elem.
5 J. E. Guinn Jr. High
1 M. H. Moore Elem.
3 M. L. Kirkpatrick High
5 M. L. Phillips
3 N. Hi Mount
3 N. Richland Elem.
2 Oak Knoll Elem.
4 Polytechnic Elem.
1 Richland Elem.
5 Ridglea Hills Elem.
4 Riverside Elem.
5 S. S. Dillow Elem.
5 Sagamore Hill
5 St. George
5 St. Thomas
2 S. Fort Worth
2 S. Hi Mount
3 Springdale Elem.
5 S. F. Austin Elem.
1 Sunrise Elem.
1 W. J. Turner
1 W. T. Francisco Elem.
2 Washington Hgts.
1 Waverly Park
3 W. Handley Elem.
2 White Settlement West Elem.
3 Worth Hgts.
3 Wycliff Elem.

HOUSTON
2 Alamo
1 A. S. Johnston
1 A. Hamilton Jr. High
1 Almeda
1 Anna B. Kelso Elem.
3 B. H. Grimes
1 B. Milam
1 B. Franklin
1 B. Ross Elem.
1 B. T. Washington
1 Braeburn Elem.
3 Brays Bayou
1 Brookline Elem.
2 Browning
2 Bruce Elem.
1 Burbank Jr. High
3 Burbank Elem.
2 Burrus Elem.
1 C. E. Barrick Elem.
2 C. B. Allen
4 C. P. Shearn
2 Clinton Park
1 Condit Elem.
3 Crockett Elem.
1 D. D. Cooley Elem.
4 D. G. Burnet
4 DeChaumes Elem.
3 DeZavala
1 Dunbar Elem.
1 E. O. Smith
1 E. A. Poe
2 E. L. Blackshear Elem.
2 Eighth Ave. Elem.
1 Eliot Elem.
1 Emmett J. Scott
1 Ethel R. Coop Elem.
1 E. Field
1 Fondren
1 Fonville Jr. High
1 Fonwood Elem.
1 Frank M. Black
1 Fullerton Elem.
1 Garden Oaks
2 Garden Villas Elem.
1 G. Washington Jr. High
1 Golfcrest Elem.
1 Gregg
1 Harper Jr. & Elem.
4 Hartsfield
2 Harvard Elem.
1 Henry W. Grady
4 H. W. Longfellow
4 Highland Hgts. Elem.
3 Hohl
1 Houston Gardens
2 J. N. Dodson Elem.
5 J. P. Henderson Elem.
1 J. R. Reynolds Elem.
2 J. W. Oates
2 J. Yates Sr.
1 Jackson Jr. High
2 J. D. Ryan Jr.
2 J. F. Helms
3 J. S. Deady Jr. High
3 J. Long Jr. High
1 J. M. Langston Elem.
2 J. J. Rhoads Elem.
1 J. M. Lewis Elem.
1 Kashmere Gardens Elem.
1 Kashmere Gardens High
1 K. Smith Elem.
1 L. L. Pugh Elem.
2 L. T. Cunningham
1 Lamar
1 Looscan Elem.
3 L. M. Alcott
3 Lubbock
4 M. E. Foster
3 M. B. Wesley Elem.
1 M. S. Bastian Elem.
1 M. Twain
4 M. W. Dogan
2 M. Gordon
1 MacGregor Elem.
1 Melinda Bonner
3 Memorial
3 Montrose Elem.
3 N. Q. Henderson Elem.
3 Oak Forest Elem.
1 O. M. Roberts
3 P. H. Holden Elem.
3 P. W. Horn
4 P. Janowski
1 P. Wheatley Sr. High
2 Piney Point Elem.
1 Pleasantville Elem.
1 Port Houston
1 R. G. Lockett Jr. High
1 R. W. Mading
1 R. Brock Elem.
2 Richmond
1 River Oaks
2 R. C. Patterson
1 R. E. Lee Elem.
1 R. L. Easter Elem.
3 R. Cage
1 S. C. Red Elem.
1 San Jacinto High
2 S. Lanier Jr. High
4 S. Sherman
1 Southland Elem.
4 Southmayd Elem.
1 Stephen F. Austin Sr. High
4 Stevens Elem.
3 Sunny Side Elem.
4 T. Roosevelt Elem.
1 Tina E. Whidby Elem.
1 W. W. Scarborough
1 Whittier Elem.
4 W. Rogers
1 W. E. Miller Jr.
1 W. G. Love Elem.
1 W. S. Sutton

LUBBOCK
3 A. C. Jackson
1 A. T. Stewart
3 Arnett Elem.
3 Atkins Jr. High
3 Bozeman Elem.
3 C. N. Hodges
3 C. Thompson
3 C. Harwell
2 Dunbar Jr.-Sr. High
3 Dupre
2 E. I. Parsons Elem.
5 E. R. Iles Elem.
3 F. E. Wheelock Elem.
3 G. A. Rush
4 G. R. Bean
3 Guadalupe
3 Hunt Elem.
3 J. T. Hutchinson Jr. High
3 K. Carter
3 L. Stubbs Elem.
6 Lubbock High
3 McWharter Elem.
3 Maedgen Elem.
3 Monterey Sr. High
3 Neil Wright Elem.
3 N. Ave. U & Duke
3 O. L. Slaton Jr. High
3 Overton Elem.
3 P. F. Brown Elem.
3 P. Wheatley Elem.
3 R. F. Bayless Elem.
3 Roscoe Wilson
3 R. W. Matthews Jr. High
3 Sanders
1 Southeast Elem.
1 Special
1 Trainable
3 W. Posey Elem.
3 Wilson Jr. High
3 Wolffarth Elem.

MARSHALL
3 Pemberton Jr.-Sr. High

WICHITA FALLS
1 A. E. Holland
4 Alamo Elem.
4 Austin Elem.
4 B. Milam
3 Barwise Jr. High
2 B. Franklin Elem.
3 Bonham Elem.
1 B. T. Washington Jr.-Sr. High
4 Bowie Elem.
5 Carrigan Elem.
5 Crockett
4 Cunningham
5 Fain Elem.
5 Fannin Elem.
5 Harrell Elem.
4 Huey Elem.
4 Lamar Elem.
5 McGaha Elem.
3 Our Lady Queen of Peace
5 Reagan Jr. High
5 S. Houston
5 San Jacinto
5 Senior High
5 Sheppard Air Force Base Elem.
1 T. Jefferson
4 Travis Elem.
2 Washington Elem.
5 Zundelowitz Jr. High

## Utah

ALPINE
1 Alpine Elem.

AMERICAN FORK
1 American Fork Jr. High
1 Forbes
2 Harrington Elem.

BINGHAM CONYON
3 Bingham Central
3 Bingham High

BOUNTIFUL
1 D. R. Tolman Elem.

BRIGHAM CITY
3 Brigham Central
1 H. Bunderson Elem.
1 Perry

CEDAR CITY
2 North Elem.
1 South Elem.
3 Cedar Valley

CLEARFIELD
1 Clinton

COPPERTON
3 Copperton Elem.

DRAPER
3 Draper Park

GRANGER
3 Granger Elem.
1 Granger High

HERRIMAN
3 Herriman Elem.

HONEYVILLE
1 Honeyville Elem.

KEARNS
1 D. Gourley Elem.

LARK
3 Lark Elem.

LAYTON
3 E. M. Whitisides

LEHI
1 Sego Lily

LOGAN
3 Adams Elem.
1 E. Bowen Laboratory
3 Ellis
2 Logan Jr. High
3 Wilson
6 Woodruff

MENDON
2 Mendon Elem.

MIDVALE
4 Midvale Elem.
4 Midvale Jr. High
3 Midvalley Elem.
3 Union Elem.

NORTH OGDEN
1 N. Ogden

OGDEN
1 Dee
1 F. Delano Roosevelt
5 Grant
1 Hillcrest Elem.
4 Hopkins Elem.
6 H. Mann
3 Lewis Elem.
2 Lynn
5 Pingree
4 Polk
4 Quincy
1 S. Jr. High
2 T. O. Smith
3 Taylor
5 Wasatch
1 Washington
1 Washington Terr. Elem.
1 W. Weber
3 Wilson Elem.

OREM
1 Geneva Elem.
1 Hillcrest Elem.
1 Orem High
1 Spencer Elem.
1 Union Elem.
1 Windsor Elem.

PAYSON
1 Peteetneet Elem.
2 Taylor
1 Wilson

PROVIDENCE
4 Providence

PROVO
9 Central Utah Vocat.
1 Edgemont

RIVERTON
3 Riverton
1 S. Jordan

ROY
3 Municipal
1 N. Park Elem.
1 Roy Elem.
1 Roy Jr. High

ST. GEORGE
1 St. George E. Elem.

SALT LAKE CITY
4 Backman
3 Blaine
4 Bonneville
3 Butler
4 Canyon Rim
4 Columbus Elem.
1 Cottonwood Elem.
3 Curtis
2 Dilworth
4 Douglas
1 E. High
2 Edison
4 Emerson
4 Grandview Elem.
1 Hawthorne Elem.
3 Highland
4 Hillside Jr. High
4 Holladay Elem.
4 Irving
1 Jackson Elem.
2 Jordan Jr. High
1 L. Edward
1 Liberty
2 Longfellow
4 Lowell
1 Mill Creek
3 Mountview Elem.
3 Newman
1 Onequa
3 Oquirrh
1 Plymouth
3 Redwood
1 Riverside Elem.
1 S. High
4 Webster
2 W. High
1 W. Penn
3 Whittier
3 W. Wilson
3 Crescent Elem.

SANDY
1 Edgemont
3 Granite Elem.
3 Jordan High
3 Mt. Jordan Jr. High
3 Sandy

SPANISH FORK
1 Central

SPRINGVILLE
1 Grant
1 Jefferson
2 Lincoln
1 Westside Elem.

TREMONTON
1 McKinley

VERNAL
1 Uintah High

WELLSVILLE
1 Wellsville Jr. High

WEST JORDAN
3 W. Jordan Elem.
2 W. Jordan Jr. High

## Virginia

DENHIGH
2 Denhigh Elem.

HAMPTON
2 Aberdeen
2 Armstrong Elem.
2 Bethel
2 F. Asbury
1 F. Mallory
2 G. P. Phenix
2 G. Wythe Jr.
2 Greenbriar
2 Thorpe Jr. High
2 Hampton High
2 J. H. Bryan
2 J. B. Cary
2 J. M. Willis
2 Langley View
2 Phoebus
2 R. R. Moton
3 Sinclair
2 Union
2 W. S. Copeland
2 Wythe Elem.
2 Y. H. Thomas Jr.

NEWPORT NEWS
3 B. T. Washington
1 G. W. Carver Elem.
1 Hilton
3 J. W. Daniel
1 Lee Hall Elem.
1 Magruder Elem.
2 Newsome Park Elem.
4 P. L. Dunbar
2 Parkview
1 Riverside Elem.
2 Sedgefield
1 S. Jackson
4 T. Jefferson
4 W. Wilson

RICHMOND
1 Buchanan Elem.
2 Fairfield Court
1 Fairmount
3 G. Washington Carver Elem.
2 J. B. Cary
2 Whitcomb Court
1 W. Fox

## Washington

BREMERTON
2 View Ridge

CHENEY
4 Campus

EPHRATA
1 Columbia Ridge Elem.
1 Ephrata Jr. High
1 Ephrata Sr. High
1 Grant Elem.
1 Parkway Elem.

LAKE STEVENS
4 Mount Pilchuck

REDMOND
1 Redmond Elem.

SEATTLE
7 C. Blaine Jr. High
4 Crown Hill
*13 Magnolia
3 Our Lady of Fatima

YAKIMA
3 Franklin Jr. High
3 Roosevelt Elem.
2 W. W. Robertson
3 Washington Jr. High

## West Virginia

CASSVILLE
1 Cassville Jr. High

LOGAN
2 Logan Sr. High

ST. MARY'S
1 St. Mary's High

## Wisconsin

BELOIT
5 Burdge
5 Converse Elem.
5 Cunningham
5 Gaston
5 Hackett
4 Lincoln Jr. High
5 Merrill Elem.
5 Parker
5 Robinson
2 Roosevelt Jr. High
5 Royce Elem.
5 Strong Elem.
5 Todd Elem.
5 Waterman
5 Wright

FORT ATKINSON
1 Fort Atkinson Pub.

GREEN BAY
1 Beaumont Elem.
9 Chappell Elem.
9 Elmore Elem.
9 Fort Howard Elem.
9 Franklin Jr. High
9 Green Bay East High
*16 Green Bay Sch. of Vocat. and Adult Educ.
9 Green Bay West High
9 Howe Elem.
9 Jackson Elem.
9 Jefferson Primary
9 Lincoln Elem.
9 Nicolet Elem.
9 Norwood Elem.
9 Roosevelt Elem.
9 Tank Elem.
9 Washington Jr. High
9 Whitney Elem.

KENOSHA
5 Columbus
4 Durkee
3 Forest Park
5 Frank
5 Grant
5 Jefferson
3 Weiskopf

MADISON
*13 Madison Pub.

MANITOWOC
7 A. Jackson
7 B. Franklin
7 Cleveland Elem.
7 Garfield
7 J. Madison
6 Jefferson
7 Lincoln High
7 McKinley
4 Sacred Heart
7 Washington Jr. High
7 Wilson Jr. High

MILWAUKEE
3 Fifty-third St.
3 J. Curtin

OSHKOSH
3 Dale
5 E. Cook Elem.
5 Franklin
5 Jefferson
5 Lincoln
5 Longfellow
5 Merrill Jr. High & Elem.
4 Oaklawn
5 Read
5 Roosevelt Elem.
2 St. Vincent
5 Smith Elem.
5 Washington
5 W. Stanley Jr. High

RACINE
3 Holy Name
3 N. D. Pratt
2 St. Mary's
5 T. Roosevelt

ST. FRANCIS
2 Willow Glen

SHEBOYGAN
3 Franklin
3 J. Madison
4 Jefferson
4 Longfellow
3 Sheridan
4 S. Side Jr. High
4 U. S. Grant
4 Washington
2 Wilson

SPOONER
5 Spooner City

SUPERIOR
3 John Ericsson

TWO RIVERS
3 Koenig Elem.

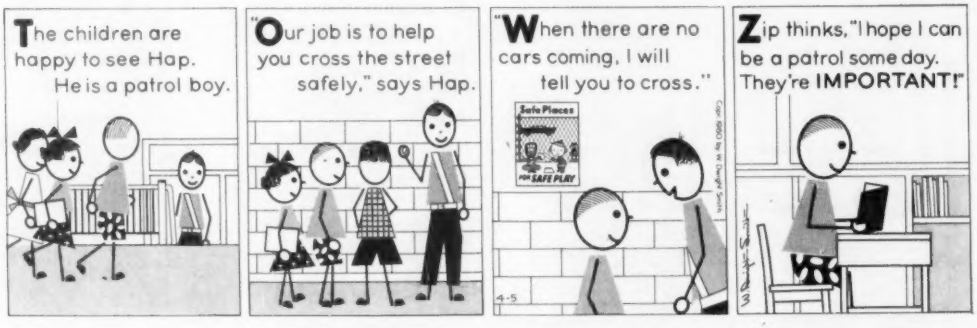
WAUPACA
5 Waupaca High

WAUSAU
5 Franklin
3 G. D. Jones
5 Grant
5 H. Mann Jr. High
4 J. Marshall
1 T. Jefferson
3 Wausau Vocat. & Adult

WEST ALLIS
3 Gen. Mitchell
1 Irving
7 Longfellow

WEST BEND
2 Oak Knoll

WHITEHALL
7 Whitehall Memorial


The children are happy to see Hap. He is a patrol boy.
"Our job is to help you cross the street safely," says Hap.
"When there are no cars coming, I will tell you to cross."
Safe Places
FOR SAFE PLAY
Zip thinks, "I hope I can be a patrol some day. They're IMPORTANT!"

*Created by W. Dwight Smith for Star Publications, Williams Press, Inc., Chicago Heights.*

*Skip and Zip* is a comic strip designed exclusively for primary age children. Written by an elementary teacher, the story content is confined to word-lists and situations familiar to the target group. The humor and entertainment is tailored to the children and must be considered by adults in that light. The strip plans to lend support to all organizations concerned with the development of children. In this one, the artist uses the school safety patrol as a theme and has a safety education poster in the background. Similar posters from the National Safety Council have been used.

**Circumstances**

1. There are no statistics which isolate matches as a cause of fires, deaths or injuries. The National Fire Protection Association uses two classifications of fire causes which include matches namely, "Smoking and Matches" and "Children and Matches."

2. "Smoking and Matches" has been at the top or near the top of fire causes in both the number of fires and the dollar loss through fires for many years. (Hazards of cigarette smoking are handled in safety education data sheet no. 86.)

3. The category "Children and Matches," a relatively recent one, is generally preceded by six to eight other causes in the number of fires and dollar loss through fires. The fire loss by "Lightning" is roughly the same as that attributed to "Children and Matches."

4. The National Fire Protection Association also lists fires by rubbish where the source of ignition is unknown and other fires of unknown or undetermined origin. It is possible that some of these may come from the improper use of matches.

5. In a special study made by the National Fire Protection Association of 300 school fires, "Children and Matches" accounted for one per cent.

6. As far as death and injury are concerned there is some indication of the relationship of matches to home accidents. A home accident fatality study of the U. S. Public Health Service and the National Safety Council attributed more than six per cent of the classified fire deaths to matches and lighters. If this figure can be used to estimate the national picture it would indicate about 400 deaths, most of them very young children, from home accidents with matches and lighters. Non-fatal injuries would run into many thousands.

7. Laboratory tests have disproved a theory that fires were started when rats and mice chewed match heads. However, it is still believed that fires have been started when birds or rats incorporated matches in their nests in walls and crevices. Heat from nearby steam pipes or chimneys has then ignited the matches with resulting fire.

**Historical Hazards**

8. In the seventh century phosphorus was discovered. A characteristic of phosphorus is that it bursts into flames when united with oxygen. This led, about a century later, to the first "match," a tube of phosphorus which when broken would produce fire.

9. Friction matches were discovered in 1827. Among the chemicals used were a combination of antimony sulphide, potassium chlorate, gum arabic and starch. Later yellow or white phosphorus was substituted for the antimony sulphide, then red phosphorus for the yellow. Finally, non-poisonous sesquisulphide of phosphorus was substituted for the poisonous phosphorus and this chemical is now in general use. Red phosphorus is sometimes used on the striking surface of a "strike on the box only" match.

10. Early friction matches, called lucifers, generated a gas which users were warned not to inhale and persons with delicate lungs were advised not to use.

11. During the time friction matches were

manufactured with white or yellow phosphorus, a disease called "phossy jaw" developed among the match factory workers and occasionally by persons who chewed on the matches. Most countries have now effectively outlawed the use of the poisonous phosphorus. The relatively low kindling temperature of the yellow or white phosphorus also made the matches much more dangerous to ship than they are today, although even today the government specifies shipping conditions.

### Present Day Matches

12. There are two general types of matches. The strike-anywhere match has all of the chemicals necessary for ignition compounded together in the bulb of the match. The strike-on-the-box match has the chemicals with the lowest kindling temperatures in the "striker" on the side of the box. The other chemicals are in the bulb of the match. In this way it is difficult to strike the strike-on-the-box match anywhere except on the box itself. "Book matches" are also of the strike-on-the-box type. Some experts believe the striking surface on book matches should be on the back but this idea has not been widely accepted. (If striking surface were on the back the danger of forgetting to close the book before striking would be lessened.)

13. The temperature of the flame at the match head is nearly 1600° Fahrenheit. Some years ago Underwriters' Laboratories, Inc. used to test matches and list those which met its standards. This required that the match head should not fly or split when struck; the afterglow should not persist for more than two seconds; and the splint should be strong enough not to break during ordinary striking. (Afterglow is an indication that the match may re-ignite or cause contiguous substances to ignite after it has been discarded as extinguished.) Underwriters' Laboratories no longer includes matches in the products which it tests and lists.

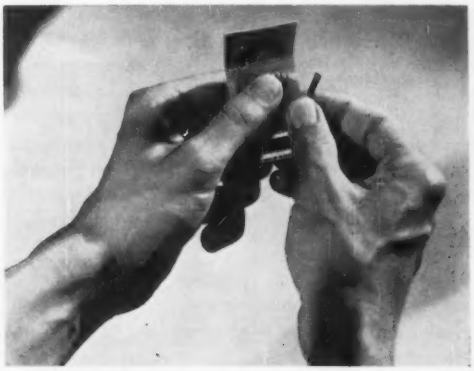
### Safe Use of Matches

14. Matches are still frequently used, despite the increased use of electricity and of match substitutes, such as cigarette lighters and gas pilot lights on water heaters, furnaces, refrigerators, ovens and stoves. Some five hundred billion matches are produced in the U. S. annually. Even pilot lights must first be lighted with a match. Stoves and ovens, not equipped with automatic pilots, fire places, some furnaces, leaves, rubbish, barbecue or camp fires and bonfires are all ordinarily ignited with a match. Matches are also used in place of lighters by many smokers of cigarettes, cigars and pipes.

15. Matches should never be carried loose in the pockets of clothing because they may ignite when accidentally hit.

16. Before striking a match, close the box or folder to keep the other matches from igniting. Strike the match away from the end of the box containing the head end of the matches to lessen the danger of igniting the matches should a spark occur. In opening a box of matches, check to be sure the box is right side up to avoid spilling the matches.

17. Remove only one match from the container at a time. Several matches bunched together in the hand may flash and cause serious hand burns. Strike the match away from yourself, but never toward anyone since the head may fly off and burn the skin or cause clothing to catch fire. Be careful not to strike the match close to the face.



Steps to striking: take one match only;

close cover; strike away from self, others.

Use a flashlight, never a match, to rummage through closets, attics, basements.

18. Use long-handled matches whenever it is not possible to reach easily the material to be burned, particularly if parts of your clothing might be exposed to the flame.

19. In lighting any match, watch for sparks from the match. If any, be sure they are extinguished.

20. When lighting any gas appliance, always light the match before turning on the gas. (See safety education data sheet no. 20, "Cooking and Illuminating Gas.")

21. A tightly closed, metal container is the safest way to store or carry matches. If matches are put in a stand, they should be placed with heads down so that they will not accidentally ignite.

22. Matches should never be carried into any storage room containing flammable substances or highly combustile materials; nor should they be carried when handling or working with explosive materials. Use a flashlight or electric light when rummaging in a closet, attic, basement or garage since combustible materials may be in such places.

23. Keep matches out of the reach of children.

24. Supervise children closely until they have learned safe use of and are reliable with matches.

25. Professional help should be sought for a child who persistently plays with matches. While the chances of pyromania are slight, this interest in matches may reflect some emotional problem which needs treatment not punishment.

26. Use of match heads as a source of "fire" power in chemical experiments should be strictly prohibited by parents.

## Disposal

27. Burned stick matches should be broken in two to insure that the flame is extinguished before the match is thrown away. If the match is too hot to break, it is still a potential source of ignition.

28. Stone jars of sand in public buildings are safe and useful receptacles for burned matches. Metal and glass ash trays are also safe places, provided wads of paper have not been put there. Burned matches should never be thrown into wastebaskets or containers of combustible materials, thrown from automobiles nor placed where infants might pick them up and chew on them.

29. If the head of a match flies off, or if the match breaks before the head is ignited, care must be taken to render the match ineffective before disposal.

30. In the open, care should be taken not to discard burned matches near dry leaves or grass. Many forest fires are caused by the failure to make certain that matches have been extinguished before throwing them away.

## Selected Information Sources

31. *Matches—Fire Hazards from Rats or Mice.* Card Data Service M-65. Underwriters' Laboratories, Inc., Chicago, Ill. December 1939.

32. *N.F.P.A. Handbook of Fire Protection.* Eleventh Edition. National Fire Protection Association, Boston, Mass. 1954. (See index.)

33. *Matches. Safety Instruction Card No. 182.* National Safety Council, Chicago, Ill.

34. *Encyclopaedia Britannica,* Vol. 15. Chicago, Illinois. 1956. Pp. 45-47.

# What To Teach When

*from page 7*

Discuss work of community helpers—policeman, fireman, doctor, nurse, bus driver.

Explain how some plants are harmful. Show pictures of them.

Demonstrate how to carry sharp instruments.

**Third Grade**

*Objectives:* Develop an understanding of safe and unsafe places to play.

Know the common causes of accidents enroute to and from school, i.e. darting out between parked ears.

Develop an understanding of home safety. Develop an awareness regarding care of cuts, what to do for a dog bite, eye or ear injury, and to appreciate importance of avoiding sunburn.

*Learning experiences:* Make rules for playing safely on school ground. Report an accident that happened at house; tell how it might have been avoided. Discuss use of step ladders, putting away toys and safe handling of tools.

Discuss need to report all accidents or injuries to an adult.

Learn to walk on sidewalk and to cross streets at crossings.

**Fourth Grade**

*Objectives:* Understand safety measures to be used at home.

Practice street safety.

Understand safe ways to use playground equipment.

*Learning experiences:* Following class discussion take tests: in home safety: care of matches, where toys should be kept, use of electric iron by mother, curtains blowing across the flame on a stove, and worn floor lamp cord; in street safety: waiting for green light, dangerous activities, bicycle rules, going right home after school, safe places to play after school.

**Fifth Grade**

*Objectives:* Be more careful and thoughtful in their desire for adventure. Develop alertness while on playground.

Develop more skills in managing themselves physically and recognize hazards which may be avoided.

*Learning experiences:* List ways of helping the school safety patrol.

Chart safe bicycling techniques.

Discuss safety on stairs and steps at school and at home.

Choose a boy or girl and select a chair for the automobile. Supply a paper megaphone and allow pupils to call out a warning that may help a situation, i.e., discuss best places to roller skate or play marbles.

Learn skills in physical education which help prevent accidents, i.e., proper use of all equipment.

Review important traffic regulations with emphasis on pedestrian safety.

**Sixth Grade**

*Objectives:* Be aware of the need for safety rules in everyday life and to realize why accidents happen.

Form a habit of observing these rules and helping others to observe them.

Appreciate the part our school and community play in keeping us safe.

Realize each one has a responsibility toward community safety.

*Learning experiences:* Correlate study of electricity in science with safety features listed in the health text. Chart safety rules as an outgrowth of combined study.

Study accident records in daily paper to seek possible *causes* of accidents.

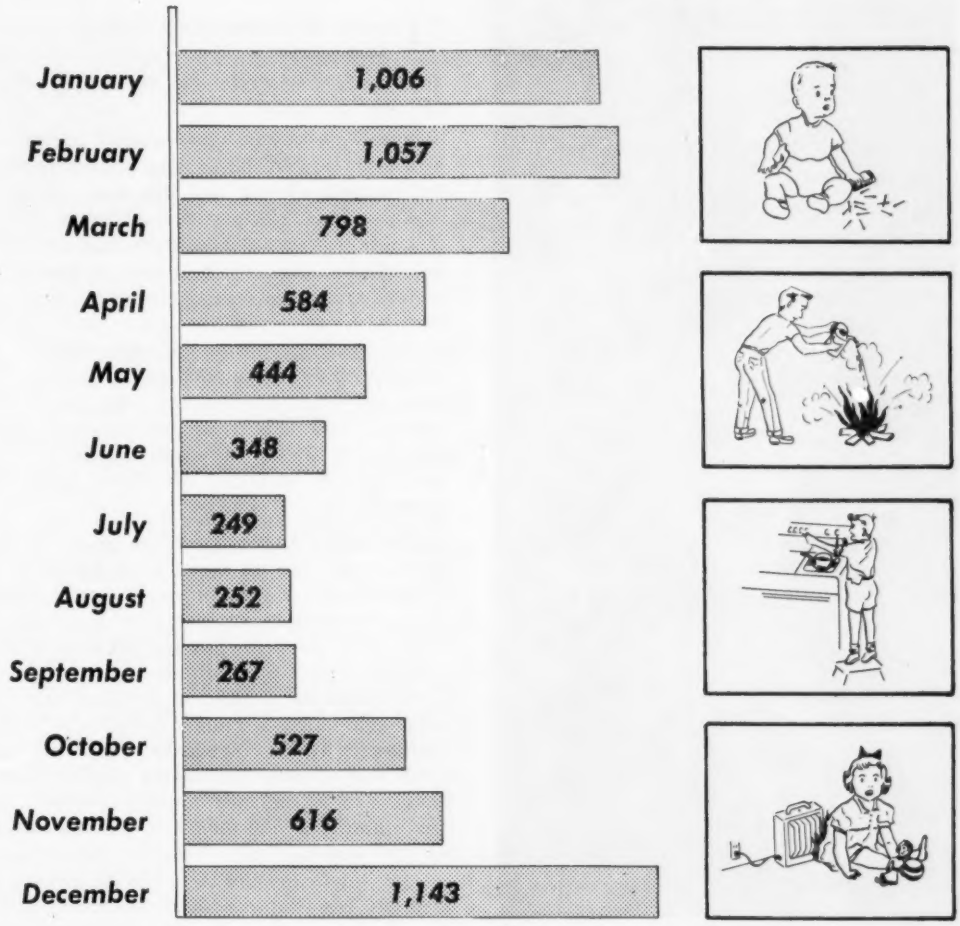
Assemble a sample first aid kit. Girl or boy scout could discuss basic first aid rules.

School or class council can make up safety rules for school and play yard which cover game activity and school behavior. Consider play space and rights of younger pupils.

Visit and talk about departments of city government that contribute to community safety such as: fire, police, public works department.

A tremendous teaching effort is required to achieve safe living for our youngsters. By finding educational needs, objectives and then developing learning experiences for each grade level, these results can be achieved●

# Deaths From Fires




1. How many people died in fires last year? Compare that total to the number of students in your school.
2. How do people die in fires?
3. What things in the home start the most fatal fires?
4. What three things do people do that cause the most fatal home fires?
5. Why do you think so many children under five years old and people over 65 die in fires.

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**ANSWERS**

1. 6,000 people died; hundreds of thousands were burned.
2. Many, many more people (9 out of 10) die by suffocating from the heat, smoke and fumes than by actually being burned by flames.
3. In order of importance: cooking stoves; heaters; cigarettes and matches.
4. In order: storing things too close to stoves or heaters; falling asleep while smoking; starting a fire with gasoline or kerosene.
5. They need grownups or other people to help them out of the home in case of fire.

It's now the season for —

# Bow and Arrow Hunting

by Arnold O. Haugen

"I could hear the doctor tell the nurses I didn't have a chance to live. I had sunk so low I couldn't give a sign of life and I didn't care what they said."

So spoke a luckless bow hunter I interviewed in a hospital in Michigan. One of his own hunting companions had shot him for a deer one dusky evening. His partner had heard rustling of leaves behind a distant bush, had drawn his bow and waited until he caught a glimpse of movement emerging from behind the bush. As soon as the arrow was on its way, and too late to do anything further, it was realized the intended victim was a man and not a deer. The arrow struck just below the ribs, creased the stomach, and lodged against the back bone. Luckily, the victim survived, thanks to treatment and the fact that the arrow missed the major arteries and veins.

This is an example of needless injury. In fact it was really not an accident; it bordered on manslaughter. A year or two later, a similar injury occurred at another area. One case of death from an arrow wound occurred a few years later when a broadhead shot at a deer on a hill missed its intended mark, sailed over the ridge and killed a hunter completely hidden from view. To my knowledge, this is the only death due to bow hunting in modern times. Lesser and self-inflicted injuries, however, are more numerous. Big-time bow hunting got its start 25 years ago when Wisconsin and Oregon led the way by establishing a special season and a special bow hunting area respectively. Since then the sport has developed to the point where now there are roughly a quarter million bow hunters in the woods and fields each fall.

Accident prevention in the sport of bow hunting is little different from accident prevention in any type of activity. It requires forethought and planning. Although the sport of bow hunting is generally regarded as one of the safest, unnecessary injuries do occur. Accidents associated with the sport may be grouped into four main categories: first, accidents peculiar to the sport of bow hunting; secondly, accidents related to hunting or outdoor recreation in general; thirdly, death from overexertion; and fourth, death and injuries on the highways in traveling to and from hunting areas.

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Arnold Haugen, Dept. of Entomology and Wildlife, Iowa State University, is leader of the Iowa Cooperative Wildlife Research Unit.

### Bow hunting do's and don'ts

The possibility of shooting yourself is ever present in gun hunting but is practically nonexistent in bow hunting. However, the bow and the broadhead arrows provide new and novel ways for injuring yourself. The greatest source of injury is in careless handling of arrows, thereby cutting yourself with the broadhead. Some precautions to observe include:

1. Don't jump a ditch or step on a brush pile with an arrow on the string or in your hand.
2. When walking with a companion, don't carry bow—with arrow on string—between the two of you. Your arrow may stick him in the leg.
3. Don't leave broadheads where children can get them.
4. Don't throw broadheads loose on the seat of a car; keep them in a quiver. When they are in the bow quiver, wrap a cloth around the head end when not in use.
5. Don't draw your hunting shaft on the bow unless you intend to shoot.
6. Don't shoot broadheads at squirrels or game birds directly overhead. The victim may be yourself.
7. Do know exactly what and where you are shooting so that the arrow will not injure someone in case you miss. (I once passed up a 10 yd. shot because my companion was stationed beyond the deer.)
8. Do file broadheads sharp by stroking from the base of the head toward the tip. It may save you from sticking your hand.
9. Do keep companions away from the proximity of the upper limb of the bow while stringing the weapon. A bow limb that slips from your hand or a string that slips from the nock could punch out an eye or crack a skull.
10. Do observe all rules of archery safety. *(See safety education data sheet No. 94 in May, 1960 issue of* SAFETY EDUCATION.*)*

### General Hunting

A well-informed and properly-equipped sportsman can prevent most accidents that are common to all kinds of hunting. No sportsman should go into the woods without a suitable knife, compass and matches in a waterproof container. I well remember how a friend got lost at dusk one rainy evening in Kentucky. When his flashlight went out, he took out his hunting knife and made shavings for kindling from one of his arrows. But, alas, he found that all his matches had been soaked by rain. He spent a miserable night doing push-ups to keep warm in his wet clothes and freezing temperature. Fortunately, he did not panic, and he stayed in one place throughout the night. If he had had waterproof matches, he could have been comfortable all night, even if lost.

When available, hunters should study a map of the hunting territory. Knowing the lay of the land and informing hunting companions of the territory you will hunt each day will free the whole party of apprehension, and will provide more effective hunting.

Bow fishing is rapidly becoming an important sport. Since it is done from boat and while wading, the same safety precautions recommended for fishermen should be observed. Good boating manners are a must.

Ice on creeks and rivers often provides an avenue for easier stalking or travel to and from hunting spots where the season extends into late fall. Before a hunter uses such avenues for travel, however, he must make certain the ice is thick enough to be safe. If there's a doubt—don't cross. An added precaution would be to carry a long light pole to provide a means for getting back onto the surface of the ice in case of a break-through. Once on top of the ice again, a person should roll away from the hole to safer ground.

### Overexertion is a Killer

In bow hunting there is little excuse for racing over hill and dale and inviting overexertion. Take it easy! That is the way you should hunt anyway. Since success in bow hunting requires that the hunter must see the deer before it sees him, he should devote his efforts toward stealthy stalking or silently watching along a runway. If a deer is bagged, use discretion in dragging it out. After dragging a 125 pound deer for a couple of hundred yards, the hunter will feel as if he is dragging a 250 pound animal. Take it easy, call for help; someone will be glad to help drag your deer out to a road.

Without doubt, the greatest hazard to the bow hunter is his driving to and from his hunting area. Courtesy, defensive driving and allowing ample time for travel at moderate speeds will do much to reduce this hazard●

# On Spreading Fire Message By Letter

by Yvonne Gales

SIXTH graders at John H. Murphy Elementary School #119, Baltimore, Md., developed a safety unit in connection with fire prevention week. Their teachers realized the importance of such an important week, and therefore set the stage to create interest in fire prevention.

The Baltimore fire department invites sixth graders to the fire demonstration school annually during fire prevention week. Preceding the visit to the demonstration, school interest was so stimuated that the children developed specific observation techniques and questions to ask upon arrival. They made pads for note taking while at the demonstration school.

At the school, the children saw methods of distinguishing varied types of fires, modern equipment, destruction caused by fires including personal injury, training and activities of firemen, and demonstrations of protective measures in case of fire.

With a better understanding of fire hazards and anxious to share what had been seen, the children returned to school bubbling with plans for sharing.

National letter writing week occurred during the same week of fire prevention week, which encouraged children to use this method of communicating with others in our building.

As a result of this safety unit various types of letters and their purposes were established, use of adjectives for emphasis in writing materials, poetry's meter, style, rhythm, stanzas; paragraphing, proper punctuation, complete sentence recognition and note taking, as well as originality became more of a must to the boys and girls.

Not only were interesting experiences provided the children through careful planning, but this project served as an excellent tool in setting the instructional program●

Yvonne Gales is the sixth grade teacher at John H. Murphy Elementary School #119 in Baltimore, Md.

# ALL On Nursery School Problems

by Wayne Swanson

IN working with fire safety problems of nursery schools, we must first consider the type of occupancy with which we are concerned. This is mainly children approximately one year to seven years of age.

There are two types of day nurseries: one which acts as an all-day baby-sitting organization and caters to all ages from infancy up to seven years of age; and one which acts as a pre-school kindergarten for ages two to seven. The latter type of nursery usually lasts about two hours daily.

Wayne Swanson, chief, Rockford Fire Department, Rockford, Ill., made this report in a panel discussion at the conference of the Midwest Association for Nursery Education.

# On Teacher-Run Drills

FIRE drills come as a surprise to practically everyone at the two elementary schools in Norwood, N. J. In contrast to the usual practice of having the building principal conduct the drills, Norwood has reversed the procedure. Teachers have the responsibility; and even the principal is taken by surprise.

Each month one teacher leaves his class without any forewarning. He goes to the nearest alarm box, breaks the glass setting off the fire gongs, and returns to conduct his class safely from the building. Some teachers have instructed the school custodian to block off certain exits so that other teachers have to reroute their classes to different exits. In conformity with state law which requires a minimum of two fire drills a month throughout the school year, Norwood has devised this plan to give every teacher practical experience in handling the emergency procedure.

For years teachers have complained about fire drills interrupting tests and classroom procedure. They have complained about the necessity of leaving the school building entirely and going out into frequently cold, inclement weather. Norwood principal, Donald W. MacKinnon, has found that many of the common complaints disappear when the teachers themselves have the responsibility for scheduling and conducting one or more drills.

One teacher recently said, after conducting his first drill, "I've never been so nervous in my life. I didn't know how to break the glass and after I finally succeeded in doing that, I was torn between getting the broken glass off the corridor floor and hurrying back to my class This has been a good experience. When I do it again, I will be more confident."

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From Winifred Bangs, assistant to the principal, Norwood schools, N. J. Reprinted from the *New Jersey Education Association Review*.

# ABOUT FIRES

The type of structure typical of the day nursery business varies from converted frame family dwellings to new buildings constructed solely for operating a day nursery. Naturally, the latter buildings are preferred because they are the best both in safety and operational facilities. The Rockford Fire Prevention Bureau cooperates with the building department, which gives the bureau the opportunity to correct or add details to the (blue) print before construction is started. We are, therefore, mainly concerned with the converted dwelling type.

The hazards and problems which are prevalent in this type are typical as follows:

1. Stairs. Typical stair risers are usually too high for short legs, thus slowing up evacuation.

2. Construction. Buildings are mainly of frame construction, thus being classed as fast burning.

3. Electric wiring. Due to the excess amount of electricity consumed, it is usually necessary to re-wire the entire structure. Most older homes are usually not in conformance with modern electrical codes.

4. Number of exits. Caution must be taken to provide an efficient number of exits leading directly to the outside.

5. Heating. All heating devices shall be completely enclosed with two-hour fire-rated materials, including a fire door, which would provide at least one-hour fire rating. Adequate oxygen supply must also be incorporated in boiler room construction to permit proper combustion.

6. Stairwells. Because the evacuation would be slow, all possible means should be taken to prevent heat, smoke and gas from cutting off paths of egress. Thus, all vertical shafts such as stairwells, clothes chutes, etc., shall be enclosed. The doors in stairwells should be equipped with wire glass windows at a height which would permit anyone opening the door to see children who may be on the opposite side.

7. Exit signs. These are necessary to assist strangers who may be in the building at the time of emergency and for firemen who may be evacuating the children.

8. Inspection. Fire department companies should inspect and become acquainted with

# Pedestrian Progress of L. A. Pupils

by Charles A. French

WHO isn't an expert on the traffic problem? Everywhere, conversations turn to the troubles of the motorist, the troubles of the pedestrian, the need for new roads, the strain of driving, the search for parking, etc. etc. There is a continuous stream of complaints, but concurrently there is an ever-increasing stream of automobiles—new, old, domestic, foreign, large, small.

The supervisor of safety education for the Los Angeles City Schools released a report on a 10-year study of the pupil-pedestrian phase of the traffic problem in this city noted for its vehicle registrations. Some extremely interesting facts have come from the study and are presented in the Table. The Table clearly shows how traffic dangers have been accentuated for Los Angeles children in the ten years. Many municipalities experienced a similar increase in traffic hazards and a similar need to take effective action to protect youngsters.

Look at several important aspects of the Table. Note that Los Angeles pupil pedestrians in 1958-59 made almost twice as many trips to school as in 1949-50, yet vehicle vs. pedestrian accidents dropped in total; consequently almost twice as many trips on foot were made without injury. Similarly, many more exposures to danger have not resulted in more fatalities, but actually the reverse through careful work in safety education and accident prevention.

It is small wonder that Los Angeles' safety supervisor, Cecil G. Zaun, can say proudly in his report that: "The safety record in terms of pedestrian vs. vehicle accidents was slightly more than twice as good in 1958-59 as in 1949-50. The stepped up emphasis on education, engineering and crossing guard protection, coupled with the school bus warrants for transportation of pupils where hazardous walking conditions exist have saved 157 accidents and eight deaths in 1958-59, if the 1949-50 record were to be projected to indicate what could have been expected."

If your school system cannot say with certainty that the child pedestrian is faring better in 1960's fabulous flow of traffic, serious precautions must be taken to protect children from traffic hazards. Much needs to be done to bring the general public, school patrons, school officials, traffic engineers and enforcement officials together to help solve the traffic problems facing our children.

School districts have a moral obligation to place the responsibility for such a program in the hands of a qualified administrator or supervisor who can be given sufficient time to accomplish a reduction in the number and severity of accidents to pupils. Such an assignment has proven its value wherever school districts have been willing to take this step●

**Los Angeles City Schools**

The following data sets forth pertinent facts concerning only 1949-50 and 1958-59. The intervening years show a steady improvement leading up to the 1958-59 figures:

| | *1949-50* | *1958-59* |
|---|---|---|
| Enrollment | 404,882 | 620,354 |
| Pupils transported by bus | 15,570 | 31,718 |
| Pupils otherwise transported | 30,046 | 57,449 |
| Single trips per year (walking) | 97,350,480 | 186,134,400 |
| Number of vehicle vs. pedestrian accidents | 159 | 147 |
| Trips per accident | 612,267 | 1,266,220 |
| Fatalities en route to or from school | 5 | 4 |
| Trips per fatality | 19,470,096 | 46,533,800 |
| Los Angeles county motor vehicle registration | 2,007,552 | 3,205,142 |

Charles French was formerly staff representative, Safety Education Supervisors Section, NSC.

## Nursery School Problems

*from preceding page*

exit facilities and other pertinent data which would help fire fighting and evacuation of the building.

9. Fire drills. Since the type of occupancy is similar to schools, it is recommended that fire drills be conducted at regular intervals during climate weather. It is recommended that a type of fire alarm arrangement be made so that the entire house may be notified that a fire drill is in operation.

10. Exit doors. Panic bars are desirable because of the opening ease if rescuers' arms are holding children. Doors should open out and have a holding device to prevent it from swinging back and injuring children.

# The Title Page

**Books, pamphlets and films of interest to safety educators**

*By Lois Zearing*
Director, NSC Library

## Driver Education and Teen Drivers

*A Teenage Pattern.* 1960. 52pp. Marketing Research Division, Allstate Insurance Companies, 7447 Skokie Blvd., Skokie, Ill.

A study of 20,000 high school students and the inter-relationship of their grades, cars and jobs.

*Instructor's Outline for Safe Winter Driving:* For use in high school and adult driver education and driver improvement programs. 1960. 30pp. American Automobile Association Foundation, Washington 6, D. C. (Supplement to Teacher's Manual for *Sportsmanlike Driving.*)

*Know Your Car.* Willard Allen, 1960. 154pp. American Technical Society. 850 E. 58th St., Chicago, Ill. Price $3.50.

This book is designed to provide the necessary background in automotive fundamentals for those who plan to go on to more specialized technical training.

It is written in language understandable to the layman, and the author has endeavored to provide information on construction, operation, servicing and hints for car care. One chapter deals with preventative maintenance, with emphasis on seasonal care, engine tune-up and engine performance troubles.

The book should be helpful in driver education programs.

*Policies and Practices for Driver Education.* 1960. 84pp. National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. Price $1.00.

This report of the Third National Conference on Driver Education is recommended as essential source material in both pre-service and in-service programs for driver education teachers. It is also recommended for persons interested in enhancing the quality of driver education through raising the professional level of those who teach it.

*Youth and the Automobile,* by Ross A. McFarland and Roland C. Moore, Association for the Aid of Crippled Children, 345 E. 46th St., New York 17, N. Y.

This important discussion of a major social problem of our time has been reprinted from the papers of the Golden Anniversary White House Conference on Children and Youth. It reviews major research and discussion of the social, economic and psychological factors in the use of the motor car by youth and provides an excellent set of references.

The booklet and a companion "Current Research in Childhood Accidents" is available without charge.

## Fire Protection

*Any Fire Traps in Your Home?* 1960. 15pp. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.

A cartoon-type booklet for educating people to recognize and rid their homes of hazards.

*F. E. M. A. Handbook of Safety Codes.* 1959. 24pp. Fire Equipment Manufacturers Association, One Gateway Center, Pittsburgh 22, Pa. Price $1.00.

This book is based on the National Fire Protection Association's Standards and outlines every phase of fire extinguisher care and maintenance. Students, as well as faculty members, custodians and janitors can familiarize themselves with correct operation of portable units.

## Health

*Accident Prevention.* A handbook for public health nurses. 1959. 55pp. Superintendent of Documents, Washington 25, D. C. (PHS Publication No. 670.) Price 25¢.

Discusses accidents as a public health problem giving special attention to accidental poisonings, poison control centers and the role of the public health nurse in homes, schools, conferences and clinics. The booklet lists national agencies active in accident prevention and films, books, pamphlets and articles related to accident prevention.

## Lunchrooms

*Work Injuries and Work-Injury Rates in School Lunchrooms, 1958.* 1960. 28pp. Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, D. C. (BLS Report No. 159.) Free.

A detailed analysis of the frequency, severity and kinds of injuries experienced in the school lunchroom industry.

## Pupil Transportation

*Minimum Standards for School Buses.* 1959 Revised Edition. 1960. 55pp. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price $1.00.

This report presents the minimum standards for all types of school buses, as modified by the 1959 Conference.

## Regulations

*Hazardous Employment, Prohibited for Minors Under State Child-Labor Laws.* Sept. 1959. 105pp. U. S. Department of Labor, Bureau of Labor Standards, Washington 25, D. C. (Bulletin 205.)

## School Shops

*A Guide for Improving Safety Education Programs in School Shops.* U. S. Department of Health, Education and Welfare, Office of Education. 1960. 48pp. Superintendent of Documents, Washington 25, D. C. (Circular No. 616) Price 35¢.

Details the recommendations for an action program developed by the 1959 Office of Education Conference on the school's contribution to occupational safety through school shop safety programs.

## Social Studies

*Social Studies in the Elementary School Program.* Wilhelmina Hill. 1960. 110pp. Superintendent of Documents, Washington 25, D. C. (Office of Education, Bulletin 1960, No. 5.) 50¢.

This bulletin can help teachers, supervisors, students of education and others gain information about practices and trends in elementary social studies programs. It emphasizes the place of social studies in an age of aerospace proportions. The publication shows readers how schools are developing the social studies as a means of improving or advancing their own programs.

# Who's Liable?

*from page 4*

act and disregards the foreseeable consequences he is liable for negligent conduct. For instance when a professor of chemistry or biology or a medical doctor allows ether to be stored unsafely or in unsafe quantities, he is negligent. He should know better. He may be liable for injuries resulting from an explosion resulting from such an occurrence.

This brings up the question of contributory negligence. In the case of the ether for instance, a fourth year medical student might be expected to know the danger of improper ether storage. If he were injured, proved contributory negligence on the student's part would invalidate his claim against the professor.

The third and most impossible area of vagueness is people themselves.

Predicting the actions of people on campus cannot be done by a Gallup poll. Since about 33 per cent of accidents happen to 10 per cent of the people in some areas, we can predict that the so-called "accident prone" will continue to fill our records with cases, and they must be taken into consideration in all safety programs.

For the most part things that happen cannot be easily predicted. Consider a few that have actually happened:

A pop bottle explodes cutting a student.

A cleaning woman was carrying a jar of acid. A swinging door broke the jar and the acid burned the lady.

Flying glass resulting from an explosion in a laboratory cut nearby students.

Ice sculpture created for a winter carnival fell and crushed a small child.

I think the lawyers call our position "in loco parentis." We are taking the place of parents on our campuses. We have more responsibility because of the large number of students in our care. That is the best reason for our acting positively and carefully when organizing a safety program.

With all this vagueness what can we do about it?

We need to take our safety program seriously. The best action is to prevent the accidents that cause court cases, judgments and financial troubles. We must provide a safe environment for education, research and service. We must eliminate insofar as possible situations that might cause death or injury to a student.

A court will always consider the question, "Should the college authorities have seen the danger." This is important.

Several elements should make us more aware of liability in schools:

- Juries tend to place inflationary values on injuries and lost hours.
- Freshmen in an unfamiliar environment are apt to overlook the dangers in their new responsibilities and the risks involved in their new privileges.
- People are more claim conscious at all levels. An injury now becomes a chance to acquire a bundle of money—large or small.

One thing we must do. We must show the initiative and imagination to act positively to prevent accidents. Suppose we take any of the accidents mentioned above and picture ourselves in court and on the stand with an attorney questioning us. The attorney says: "What positive steps did you take to prevent any of these accidents at your school?"

After your answer, he says, "Can you prove it?"

This type of approach will make us appreciative of safety committees, safety inspections, students on the safety committee and safety committee meetings with complete minutes.

The fundamental law of tort requires avoiding negligent conduct which produces harm and injury to pupils. By acting positively with safety committees we can demonstrate that we tried to prevent accidents.

We do not insure the safety of students, but we do have a moral and professional obligation to act to protect those students in our colleges.

It is fashionable to be a non-conformist. The higher the intelligence, the more this fashion is apt to become a problem. We are dealing with a genus facultus called Professors whose actions are sometimes difficult to understand.

We are dealing with students, the most progressive of whom are about as ready to dispense with the faculty as the average faculty is to dispense with the administration.

It takes a disaster to bring people to realize the serious implications in a safety program.

One final caution seems appropriate. We shouldn't become over cautious. We have to ignore students watchfully●

October 1960

lower elementary

# safety lesson

S-1935-A

## The Big Pumpkin

"Oh, look, Mother! What a big pumpkin!
This will make a fine jack-o-lantern.
Can we buy this one?"
"Yes," said Mother.
"We will need a sharp knife to carve it."
"Daddy will have to help."
"Then you won't hurt yourself."
"We want to have a *SAFE* Halloween."

Daddy did help carve the pumpkin.
Then he said, "There are other dangers at Halloween."
"Shall we make a list of things to watch for?"
Look at the stories below. The letters will make words.
The words will make *Safety Stories.*
Fill in the blanks with the letters on the side.

C _ _ _ les are not for jack-o-lanterns.
We will use a flashl _ _ _ t.

and
igh

Masks are dangerous.
They make it hard for us to see.
It is safer to use m _ _ _ up.

ake

We will not carry sh _ _ _
objects with our costumes.

arp

We will wear something w _ _ _ e
at n _ _ _ t, or carry a flashl _ _ _ t.

hit
igh

We will try not to get exc _ _ _ d
or w _ _ d at Halloween time.

ite
il

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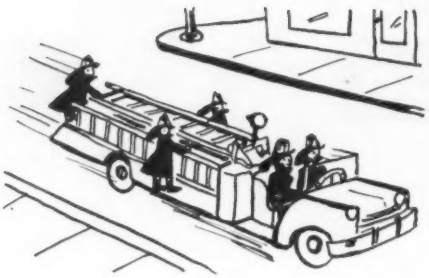
*Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.*

# There Goes the Fire Truck!



Whoooooooooooee!

Look! There goes the fire truck.

It is going to a fire.

Let us follow it.

But wait. Remember what the firemen told us.

What did the firemen tell us? Here is what they said.

We should not get close to a fire.

We should stay away from the fire truck.

We should not get near the fire hose.

Can you tell the reasons why?

## Helping the Firemen

Can boys and girls help the firemen?

We can't help fight a fire.

But we can *prevent* fires from starting.

Let us see how.

Don't light matches.

Keep matches away from our younger brothers and sisters.

Keep matches in a metal box.

Don't try to light the gas stove or oven.

Don't plug in electric cords.

Know all the rules for fire drills like the one shown in this month's picture.

### Things to Do

What does *prevent* mean?

Draw a picture of matches in a safe place.

Tell who should light stoves and plug in electric cords.

Have a "pretend" fire drill in your room.

S-1935-A

upper elementary

# safety lesson

## You and Fire Safety

October is a lovely month.
It is sunny and the leaves are brightly colored.
It also may be a time of danger.

It is dry and windy.
People are raking and burning leaves.
They make very hot fires.
Children want to help with the leaves.
They may get too near the blaze.

Sometimes people burn leaves in the street.
Smoke may hide cars that are coming.
They might run into someone.

Make some rules for safe burning by filling in the blanks:

1. Burn leaves a good distance away from _____.
2. It is safest to burn leaves in a _____.
3. Do not burn in the _____.
4. Do not burn leaves when there is a strong _____.
5. It is best to keep leaf fires _____.
6. There should be an _____ person around when you have a fire.
7. Don't go away and leave a _____ or hot _____.

**Will you help younger children follow these rules?**

### Helping the Firemen

Did you ever follow a fire truck to a fire?

Do you know why this can be dangerous?

Do you see how this might *hinder* the firemen?

Here are some suggestions how *you can help* the firemen:

Tell the reason for each rule.

1. Get off the road when you hear the fire siren.
2. Do not gather around the truck at a fire.
3. Do not get near the place where the fire is.
4. Stay well away from the fire hoses.

Have you had a fire drill at school like the children in this month's picture?

Do you know exactly what to do in a fire drill?

Have a practice drill in your own room. Then you will be ready for the school drill.

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*Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.*

## Can You Take Care of Yourself in Case of Fire?

Here are some situations.

See if you know the answers.

Then compare with the statements at the bottom of the page.

1. When would you roll yourself in a rug? Why?
2. Why should you feel a closed door?
3. When should you lie on the floor and cover your face with something made of cloth?
4. Why would you close a window?

## Halloween Care

What are the dangers at Halloween?

Here is a "Halloween Quiz."

Tell what unhappy thing might happen in each story:

1. I am Captain Kidd. I need a sharp dagger for my costume.
2. I am going to wear a long cloak. I always ride to school on my bicycle.
3. My "trick-or-treat" costume needs a very funny face. I think I'll wear a huge mask.
4. Everyone is excited. We will ring doorbells and run fast. We will climb over fences and through hedges. We will dash across the street to join our friends.
5. I am going to put a candle in my jack-o-lantern. It makes a nice, weird light.

**All of you know what is wrong in these stories.**
**But will you remember them on Halloween?**
**Or will you get excited and forget?**
**Will you keep calm and have fun without accidents?**

## Answers To Taking Care of Yourself

1. Roll yourself in a rug (or coat) to smother fire in your clothing.
2. Before leaving a room, feel the door to see if it is hot. If it is hot, find another way or wait for help.
3. If there is heavy smoke, lie on floor or crawl. There will be less smoke and more air there. Cover your face.
4. Fire feeds on air. Keep air away from fire. Closing a window will make a fire burn more slowly.

October 1960

# junior high school safety lesson

S-1936-A

**Research—Reading—Readiness**

A common home fire hazard is shown in the visual aid supplement above. In order to *prevent* such hazards, skill in using the "3 R's"—research, reading and readiness—is vitally important. To increase your skill in this area, follow these instructions:

A. Go to the school or town library and get the *Readers' Guide to Periodical Literature.*

B. Go through the *Guide* noting articles pertaining to safety, fire, and home. List only those articles that you believe would pertain to fire safety in the home.

C. Divide your list of articles among class members, assigning one or two references to committees of two or three students.

D. Have each committee locate the referenced periodical, read the article and answer the following questions by putting a T for true and an F for false after each question. *In addition,* the authority for each answer should be cited, and the pertinent portion of the article should be copied below each question.

1. If you are a female, chances are you won't have to deal with fires. ____
2. The home fire drill—a new suggestion by fire experts—is catching on fast. ____
3. Over half the homes in the U. S. have fire extinguishers. ____
4. If after you remove some lights and electric devices, your fuse keeps breaking down, it means you probably have a short circuit. ____
5. The flagrant misuse of electricity is one of the major causes of fire. ____
6. Fire prevention in the home is essentially good housekeeping. ____
7. According to insurance company records, over 1000 homes catch on fire each day. ____
8. The most dangerous by-product of smoking in bed is the flames from burning bed clothes. ____
9. Although many children die in fires each year, the number is less than the number dying from polio and rheumatic fever each year ____.
10. Men have more to do with fires than do women. ____

**Answers:**

1—F (If you are a female, you can be sure that one day you'll have to deal with a fire that could destroy your home and your family);

2—F (Advocated by fire experts for over 30 years, the home fire drill is practically unheard of);

3—F (Not one home in 10 has a fire extinguisher);

4—T (Summon an electrician immediately);

5—T (Approximately one out of 10 fires in the last 10 years has been caused by misuse of electricity);

6—T (Attics and cellars cluttered with papers and oily rags are fire traps);

7—T (Records indicate 1,300 American homes catch on fire each day);

8—F (The carbon monoxide gas caused by smouldering cotton or wool fibers is far more deadly);

9—F (Fire is the worst killer);

10—F (Women face more fire dangers than men.)

Hold a class discussion on your findings. Ask class members for any additional data they located in their readings pertaining to fire safety in the home.

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*Prepared by Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.*

**Be Firesighted**

One of the greatest causes of fire in the home is the misuse of electricity. You will notice that in the visual aid for this lesson, the faulty wire is causing the rug to catch fire. When the protective covering of insulation on wire becomes frayed, the bare wires carrying the load of electricity present two hazards—electric shock and fire.

In order to protect your home and your loved ones, complete the following test and then check your own home for dangers. Directions: In each of the following cases, a fire safety rule has been violated. In each instance write in the space provided the possible hazard involved.

1. John and Mary cleaned the house furnace, carrying out the ashes in cardboard boxes.

2. When a house fuse burned out, Jane replaced it with a brand new 25 ampere fuse.

3. After vacuuming the house, Ruth emptied the dust bag in the fireplace.

4. Bill was proud of his lightweight magnesium ladder. He was especially grateful for its lightweight since he had to move it constantly as he painted the eaves of the house.

5. Peter proved he was a real handyman around the house when he spliced two extension cords together to get a long enough wire for the electric hedge cutter.

6. Jim found a broken window pane in the hayloft of his barn. Since it was a small opening, he didn't bother to fix it.

7. When the tank for storing fuel with which to heat the barn was installed, it was elevated and placed close to the barn so that the fuel would be readily available.

8. Ed made certain that the wooden floor of the garage portion of the barn was strong enough to hold the family automobile.

9. In his home chemistry laboratory John had a closed jar of sodium in kerosene. He needed the jar, so he planned to pour the mixture down the sink.

10. Clara was ironing her blouse when the phone rang. She placed the iron on a metal stand and answered the phone.

11. Joe figured he could save the family some money because of the gasoline war. He secured several metal containers with lids, and stored the gasoline in the garage.

12. Charles noticed that one of the house switch plates was loose, so he got a screwdriver and proceeded to tighten the screw holding the plate.

**Answers**

1—Smoldering ashes can cause cardboard to burn—use metal containers;

2—Use 15 amperes—not 25; an oversized fuse can cause a short circuit;

3—Dust poured on a flame will explode;

4—Magnesium is an excellent conductor of electricity—the lead-in wires from the light poles are potential dangers;

5—Leave wiring to the experts—don't ever use makeshift arrangements when dealing with electricity;

6—Rain can cause dampness; damp hay can cause spontaneous combustion;

7—Never place a fuel tank close to a building—it can explode, and cause the building to burn down;

8—Concrete floors should be used for garages—the car's oil and fuel dripping on the wood causes a potential fire hazard;

9—Such a mixture would burst into flame immediately when exposed to air;

10—Always *disconnect* the iron—the metal stand can heat and cause the board to catch on fire;

11—Stored fuel is a potential fire hazard;

12—Never tighten any part of a house switch without first turning off the electricity at the circuit-breaker box.

S-1936-A

# senior high school safety lesson

## Figuratively and Literally

The slogan "Faulty Wire Causes Fire" in the visual aid supplement, is an attempt to use rhyme in order to capture the attention of the reader. Writers have always used figurative language to impress the reader and have the reader "feel" the message as well as see it. In other words, carefully selected vocabulary will provide a *connotative* meaning as well as denotative meaning and thus bring a fuller, richer meaning to the reader.

In the passage below you will find examples of the following figurative language.

simile—a direct comparison

metaphor—an indirect comparison

apostrophe—an address to someone absent or to something non-human as if it were present or alive.

litotes—an understatement, for emphasis

hyperbole—an overstatement, for emphasis

onomatopoeia—the use of words which sound like what they mean

alliteration—repetition of initial consonant sounds

personification—giving human attributes to an animal, object, or idea.

metonymy—use of part of something to represent the whole

Directions: In the blanks following the paragraphs below, list the phrase that fits the figure of speech for each blank.

"Fire, you are an excellent servant but a cruel master." The foregoing was said many years ago, but it is still true. When fire gets out of control, it rockets across the land like a raging monster; a demon that devours everything it can reach.

In 1957 approximately 6,400 people died as a result of fire, and thousands more were injured. The crackling blaze, the wailing of the sirens, and the painful burns will probably be remembered by those who were injured in fires but fortunate enough to escape with their lives. Yes, the flame is a danger which still menaces the safety of our everyday life.

"Study safety," is sincere, sound, sage advice to follow. If you do, the world will be yours.

1. simile _____
2. metaphor _____
3. apostrophe _____
4. litotes _____
5. hyperbole _____
6. onomatopoeia _____
7. alliteration _____
8. personification _____
9. metonymy _____

Answers: (1) like a raging monster; (2) it rockets; (3) fire, you are __ (4) will probably be remembered by those who were injured; (5) the world will be yours; (6) crackling blaze and wailing of the sirens; (7) sincere, sound sage; (8) a demon that devours; (9) the flame is a danger ___.

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*Prepared by Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.*

## Burning Thoughts

The worst fire of 1958 was the Chicago school fire. The toll stood at 93 dead for many weeks until the 94th victim finally died. By a grisly coincidence, the total number of people killed—one, two and three at a time—by fires over the Christmas holiday was also 93. The school fire resulted in much-needed legislation requiring fire protection. The scores of little fires, mostly in dwellings, which killed 93 people did not cause even a ripple of indignation.

▸ A cigarette butt flicked at an 8,000 ton freighter, sank the vessel. The lighted stub landed on a cargo of saltpeter and started a fire.

▸ A "safety" can of gasoline in the trunk of a car equipped with two-way radio is a likely set-up for a blast. The first recorded case involved a police car. The patrolman took hold of the hand mike and started to report. A spark from the transmitter set off fumes from the can. Several similar cases have been reported. Most such cans are not made for the high temperatures and closed space of a luggage department.

### Commonalities

In the foregoing incidents, there were two features common to all three fire accidents. The same two features are almost always common to all fire accidents—carelessness, and a small spark of flame. Perhaps one causes the other. If a person has to deal with a blowtorch, a fiery furnace, or a kiln for glazing pottery, he is usually very careful. But the same careful person might be extremely careless when dealing with a spark or small flame—perhaps thinking that such a small thing can be easily controlled.

In order to control the *small* fires and, more importantly, to *prevent* any fires, read the following check list carefully and provide the answers requested.

---

### Check Your f(I)re-Q

Directions: Listed below are several careless yet prevalent actions that cause fires. 1. List the possible disastrous result. 2. Describe the safe method that should be used.

A. Placing a 35 ampere fuse in your home fuse box.
1. _____
2. _____

B. Wiring your own home instead of hiring an electrician.
1. _____
2. _____

C. Throwing cigarette butts in the waste basket.
1. _____
2. _____

D. Storing oily rags, old papers and other similar material in a closed closet.
1. _____
2. _____

E. Building the first fire of the season in the furnace or fireplace without first checking anything.
1. _____
2. _____

F. Placing jack-o-lanterns with lighted candles around the home at Halloween.
1. _____
2. _____

G. Hanging cloth pot holders on the wall by the kitchen stove.
1. _____
2. _____

H. Leaving gasoline or other highly combustible liquids in uncovered containers.
1. _____
2. _____

---

### Answers

A—(1) Wires may short circuit. (2) a 15 amp. fuse is usually the maximum that should be used;

B—(1) Short circuits, overloads, improper fusing, lack of correct grounding. (2) hire an electrician—he knows the safe way to use electric power;

C—(1) Smoldering butts can cause a blaze later. (2) Smokers should buy and use safe ash trays;

D—(1) Spontaneous ignition can easily result. (2) If you *must* keep such rubbish, keep it in a well-ventilated or fire safe container, but throw away at the end of the day;

E—(1) A clogged flue or chimney can cause fire or explosion. (2) Thoroughly clean all heating apparatus before using;

F—(1) Flame or even heat near curtains or drapes can cause fire. (2) Use only flashlights in jack-o-lanterns;

G—(1) Heat radiation can cause the holders to burn. (2) Place the holders away from the stove;

H—(1) A spark of static electricity or any small flame can cause the vapor to explode. (2) Always have a tight lid for such containers.

# BULLETIN BOARD

A student survey at William Paca School in Baltimore on whether their school deserved to be on the National School Safety Honor Roll brought these comments. Principal A. Elizabeth Hartje said students (1) do not think they deserve national fame; (2) want a better patrol; (3) have sighted needs and (4) give teachers credit. Their school made the honor roll this year.

The childrn don't obey the saftie becaus the saftie break lots of rules so the children cannot look up to them as a respected person.
My suggestions are that the saftie to take heart to their job and to be respected but not to act big.

I think the improvement needed should be done by the safetys. They have to improve their behavior and they should learn to handle problems by themselves.

Our Safety Program would be much better if the Safeties chosen would be good in their school work and very dependable and should have it understood what their duties are and when they go to their duties.

We need to impove manners, and repect for safetys.
I think the safety aren't all to blame. We are just as unsafe and unrespecabul as them.

My opinon is maybe if our safetyes fix the old beleiding would be on time and be more responsible we would deserve to be on the National School Safety Honor Roll.

*Editorial* ——

# Only Ourselves to Blame

DRIVER education may be dying in our high schools. And we educators are probably at fault. We've heard our critics call driver education programs "frills," complain about crowded school schedules, and argue that such courses compete with required courses. We answered them for awhile; but apparently not strongly enough. As a group, we're just poor salesmen.

Somehow, we haven't rallied public support for a program we know will build better citizens and safer drivers. This rang clear this year in Los Angeles where the program was close to death. The finance committee crossed the funds off the budget because members felt the course overcrowded the curricula. But they were willing to take a revote after school administrators' urging—and OK'd the funds. In Wichita, Kan., newspapers were instrumental in provoking citizens to think about driver education; but the papers were "anti" and soon their readers were, too. Again, the school people saved the program — but not until challenged. St. Louis, Mo., nearly lost its program because car dealers who loaned the vehicles were facing a tax loss. The board of education was stirred up; parents were stirred up and the St. Louis Revenue office amended its ruling.

So we're not inherently poor public relations men—but it takes a crisis to get us going, to make us see the need for action. We know that financial aid tops the list of problems facing driver education. Then there are such things as lack of qualified teachers, lack of cars, poor instruction, abuse of cars, lack of practice driving areas and opposition of commercial driving schools. These are problems—but I wonder if we don't tend to use them as excuses? Are they impossible hurdles?

They weren't in Michigan and California, for example. Michigan didn't even have enough teachers to handle the program when educators through public opinion convinced the state legislature of the need for state aid to driver ed. The story is similar in California. With state support, the programs grew in both states—and the other problems were easily solved. These success stories, of course, took effort—much effort from the people who understood the values and wanted it the most.

But these school people couldn't possibly have done it alone. They needed the public support. The question now becomes: how do we get people to listen to us and respond favorably?

The elements of the task differ little from good instruction: group participation and education. You might begin by organizing a citizens committee of good working size made up of representatives from various civic groups and city departments. Then survey local high schools to detail their needs for a driver education program. Interviewing driver ed teachers, reading and studying safety materials will give good insight into the values and benefits of the course. In other words, gather the facts. For example, you'll want to be able to tell people that each fatal accident costs your community $150,000; each driver ed student costs $45. Compare this with your city's accident records and you'll be able to raise many eyebrows.

Next on your agenda might be preparing a brochure for your community. Now the committee is ready to start talking: on the radio, in newspapers, in club meetings and lastly, to school officials and the board of education.

If we are all truly convinced—we *can* convince others. Good luck.

Wayne P. Hughes

Director, School and College Department
National Safety Council

# Coming Features Next Month

- How the children themselves solved their discipline problems on a school bus for crippled children.
- Report of a nation wide survey on the status of state aid to driver education.
- Article on how Dallas students take turns serving on the city juvenile traffic court for bicycle violators.
- No blizzard could sabotage this PTA meeting: a stay at home safety party.
- Specific suggestions on how to conduct science experiments and point up safety principles—by the coordinator of a television science series designed to supplement teachers' backgrounds in content and method.
- Many, many suggested projects for collegiates studying safety education.
- Psychiatrist tells how driver educators can perceive students' emotional problems, which would interfere with good driver behavior.
- Faced with the prospect of having to help a student teacher plan safety lessons, the author discusses: Quality or quantity in safety education?


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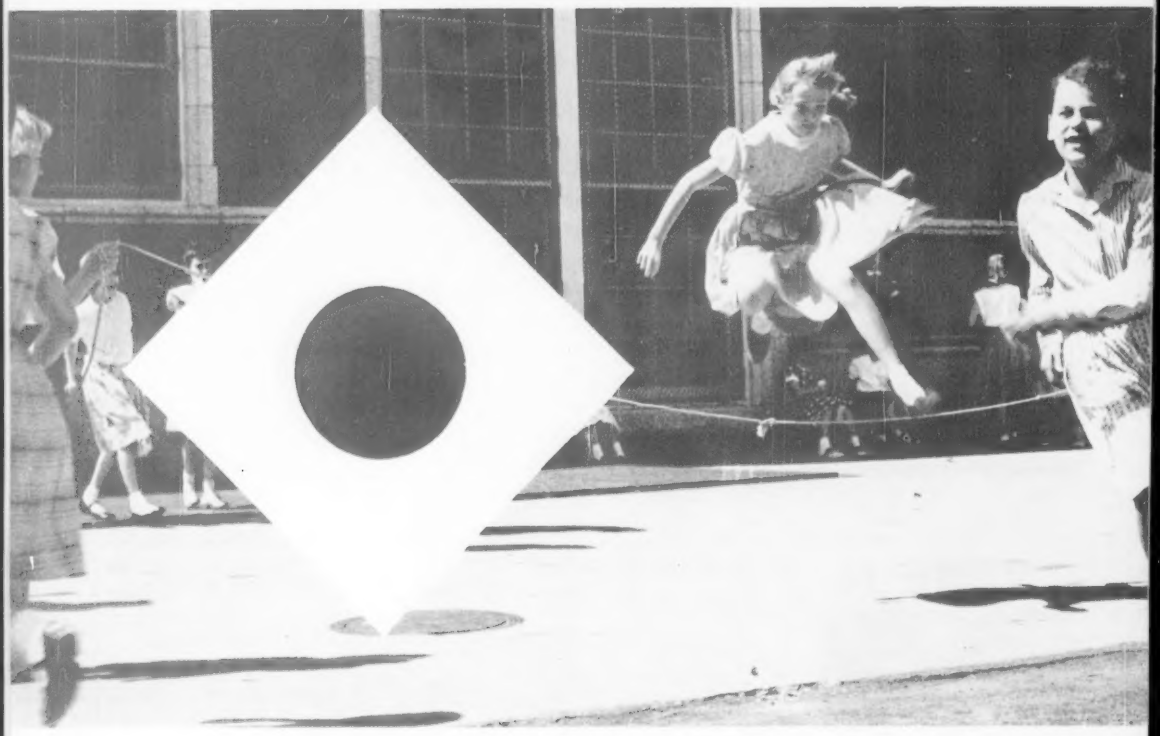
# SAFETY EVERYWHERE

## . . . all the time



The theme of the 1960 National Safety Congress is SAFETY EVERYWHERE . . . all the time. What does this theme mean to you as educators? Everywhere . . . all the time means literally what it says . . . that safety is a 24 hour job . . . safety education everywhere—for home, play, and school—all the time. For as accidents know no boundaries, neither should safety. Join the hundreds of school administrators, teachers and safety authorities who will gather in Chicago for the week of October 17 to 21. Join with them in studying and sharing experiences in many phases of safety education. The School and College sessions of the 1960 National Safety Congress are held at the Hamilton Hotel and include lectures, panel discussions, and informal get-to-gethers. Many problems of special interest to educators will be discussed under conditions advantageous for getting and giving ideas. Come and help us make safety everywhere . . . all the time.

**For complete information on the program and hotel reservations write: School and College Dept., National Safety Council, 425 N. Michigan Ave., Chicago.**

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